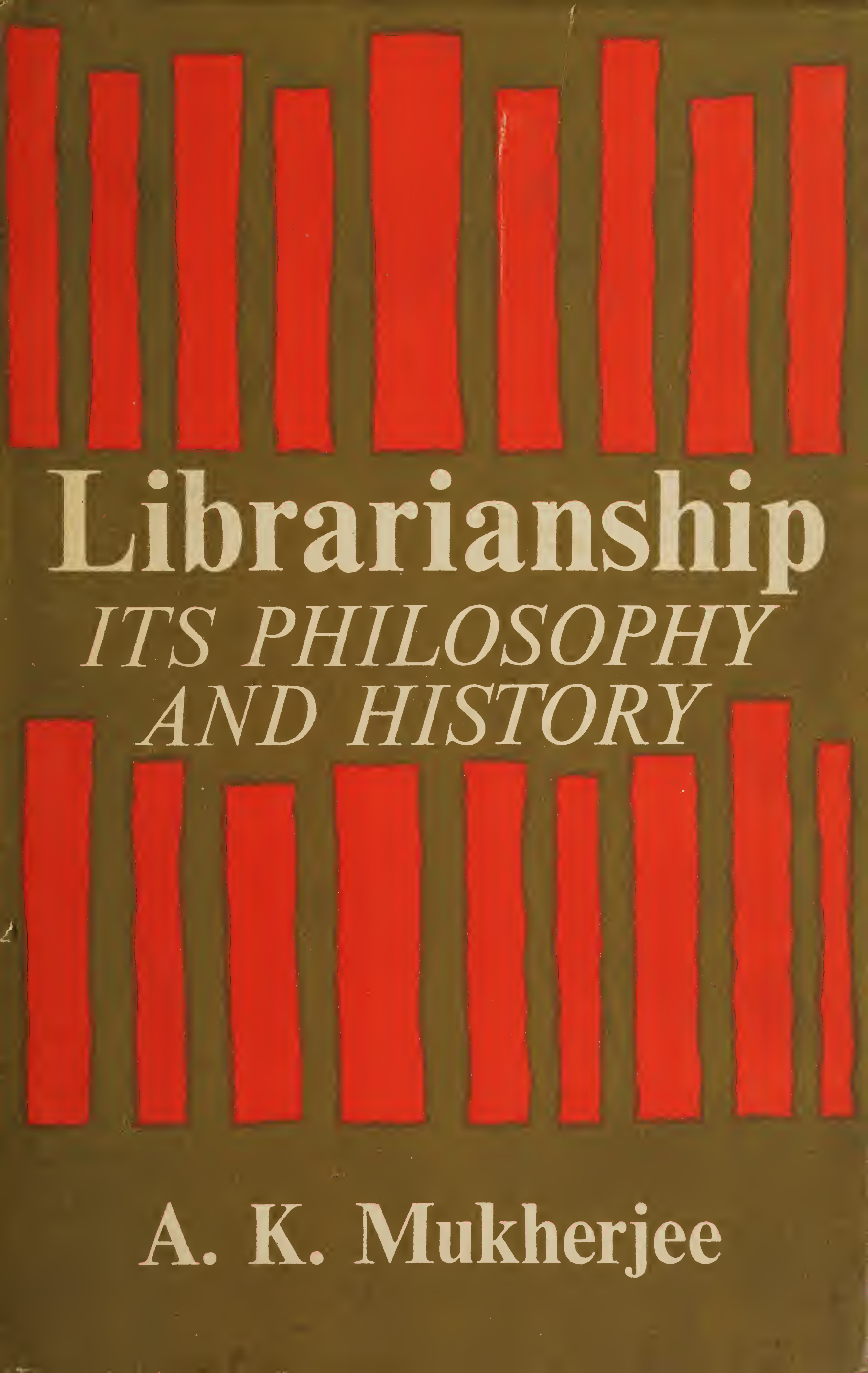




Librarianship

*ITS PHILOSOPHY
AND HISTORY*

A. K. Mukherjee

A LIBRARY is now recognised to be a centre for Socialising books. This recognition began about two centuries ago in some countries. But Library Service in this spirit began to grow in India only during the last half a century. Again, Library Science got itself based on some fundamental laws and took shape only during the last half a century.

The strength of the library profession in India —excluding semi-professionals — has not yet reached 1,000.

In this context, it is difficult for the profession to spare any one among themselves to write a history of the subject.

The author has, however, bravely come forward with his book on the history of librarianship.

The book also explains author's using secondary sources for his history. The last seven chapters are turned on the history of librarianship, not only in India but in several other countries.

The first seven chapters are on the philosophy and science of librarianship. The first three lead up to showing the value of having a set of Laws of Library Science. The fourth chapter expounds the Five Laws of Library Science formulated in India in 1928 and published in a book in 1931. The succeeding three chapters aim to bring out the social objectives implied in the Laws of Library Science.

William C. Miller

LIBRARIANSHIP—ITS PHILOSOPHY AND HISTORY



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LIBRARIANSHIP

ITS PHILOSOPHY AND HISTORY

A. K. MUKHERJEE



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FOREWORD

A LIBRARY is now recognised to be a centre for socialising books. This recognition began about two centuries ago in some countries. But Library Service in this spirit began to grow in India only during the last half a century. Again, library science got itself based on some fundamental laws and took shape only during the last half a century. All along the last 25 years, I have been frequently stressing that books on different aspects of library science and library service should be written in large numbers by the library profession in India. It is only now that it is happening. The strength of the library profession in India—excluding semi-professionals—has not yet reached 1,000. In this context, it is difficult for the profession to spare any one among themselves to write a history of the subject. Sri A. K. Mukherjee has, however, bravely come forward with his book on the history of librarianship.

To write a history of librarianship, it is necessary for one to be an adept not only in librarianship but also in historiography. Our small profession could not easily find one with such a double qualification. This adds significance to the present book by Sri A. K. Mukherjee. This also explains his using secondary sources for his history. The last seven chapters are turned on the history of librarianship, not only in India but in several other countries.

The first seven chapters are on the philosophy and science of librarianship. The first three lead up to showing the value of having a set of Laws of Library Science. The fourth chapter expounds the Five Laws of Library Science formulated in India in 1928 and published in a book in 1931. The succeeding three chapters aim to bring out the social objectives implied in the Laws of Library Science.

*Documentation Research and
Training Centre, Bangalore-3
2 May 1966*

S. R. RANGANATHAN

PREFACE

LIBRARIANSHIP has been firmly established as a vocation and its claim to be considered as a distinct discipline has been irresistible. Library as a cultural institution and as a purveyor of knowledge, information and entertainment has likewise made an enduring impact on the consciousness of modern society, which considers it as a criterion for value judgment. Does it not then behove us, who aspire for more libraries and better libraries as well as for better library service, to turn an enquiring mind towards our own performances ? That modern librarianship has been moving on the right track, satisfactorily fulfilling its objectives, and that it has not degenerated into being the bonds slave of its own practices and prejudices, are some of the queries that should engage our attention right now and a process of re-thinking and re-appraisal seems imperative. Has librarianship well formulated principles ? Are its practices conducive to the maximum benefit to the society which it professes to serve ? Answer to such questions can be given only if librarianship has a philosophy, some normative principles or objectives and purposes to justify our practices. As Pierce Butler has said, "a professional philosophy would give to librarianship that directness of action which can spring only from a complete consciousness of purpose."

There is no gainsaying the fact that much of what we do are being clothed in the name of pragmatism. What we fail to do are safely tucked in our moments of uneasy introspection and perhaps prevented unwittingly from surfacing lest it catches the critical eye. Even if we aver that it is honourable to be pragmatic, have we ever let our performance be judged by the pragmatic touchstone ? Perhaps not. This is an attitude which is the direct outcome of our lack of established theoretic principles, and we can live the stigma down if only we can find our philosophy.

Librarianship also envisages a knowledge of the history and development of the library—an institution which has been a part of the cultural history of mankind throughout the ages. There

have been changes in the social ideal at different periods of history, which have altered the character of libraries. This must be of immense interest to the students of librarianship. To quote Pierce Butler again, "development of library as an institution is also an essential chapter in library science."

This book deals with Librarianship in both the above mentioned aspects. This is an attempt, more or less, to project the relevant ideas of eminent librarians, some of whom have been extensively quoted by me. I could not help borrowing some of their expressions and languages too, and maybe, sometimes without referring to their name in the text itself, but such lapses have been made good by the provision of the bibliography, every item of which has been a source of inspiration and guidance to me.

I had felt the necessity of emphasizing the ideas of Broadfield, Butler, Danton, Foskett, Irwin, Landheer, Ranganathan and others, who have made significant contributions in search for a philosophy of librarianship. For the historical aspect Gates, Hessel, Predeek, Winger and scores of other sources have been used. Each chapter relates to a particular culture period starting from the ancient civilizations and India of course finds her rightful place at the end of each narrative. Unfortunately, information on Indian libraries is rather meagre and very much scattered or dispersed, but I have tried to tap all the available sources and bring out as cohesive a picture as possible. Perhaps the traditional method of arrangement of chapters by country, especially since the beginning of the Modern Age, would have been better, but the non-conformist in me has urged me to deviate from the beaten track, and I leave it to my readers to judge the merit of what I have done.

I express my sincerest gratitude to Dr. S. R. Ranganathan, National Research Professor in Library Science, for writing an Introduction to this volume. In spite of his failing health and pressing preoccupations he has really done me a great favour.

My thanks are also due to Sarvasree K. Bhattacharya, G. B. Ghosh, Mangala Prasad Sinha, Dipak Ranjan Chakraborty, Abhijit Mukhopadhyay and Sm. Kalyani Subba Rao, who have helped me in many ways—by suggesting improvements, procuring materials for my use and having checked the bibliographical details of the sources cited.

My own efforts and the invaluable cooperation and goodwill of my colleagues mentioned above will be fully justified and sufficiently rewarded provided this work is appreciated by those for whom it is written.

Calcutta

A. K. MUKHERJEE

13 June 1966

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1

BACKGROUND AND THE IMAGE

LIBRARIANSHIP : THE CHANGING CONCEPT AND POPULAR IMAGE

A FEW years ago, Sir Charles Snow observed that he loved librarians for two reasons : “because librarians are concerned with books, and because, of all professions, theirs is one of the few which cannot possibly do any harm. Oddly enough, that is less true of many than you could think. It is not easy to find a profession in this kind of world where you cannot do some harm, however rigid your private morality. Sometimes, in fact, the greater harm you do, the more rigid your private morality. Librarians are blessed in this respect, that either they do no harm—that is the lower limit of their activity, or they do a finite amount of good. That is a very rare privilege.” This is no small tribute to the impeccable record of probity of the profession, which claims to be an ancient occupation dating back to the days of the Assyrian King Assurbanipal, who lived from 668 to 631 B.C. From the days of this librarian-king, through Zenodotus of Ephesus, the curator of the Alexandrian Library, to the modern age, there have been centuries of different culture periods in human civilization, extinct and extant, assiduously endeavouring to preserve their cultural heritage, for the use of the then present generation and for posterity. The librarian-king and his successors in the profession in successive generations of human history must have ‘done a finite amount of good’. The Roman conception of open citizenship and scholarship was reflected in their libraries being open to the public. This consciousness that libraries are good for the people is not a monopoly of the modern age. The problem is to live up to this ideal which, it is feared, is disintegrating and being lost in the prestigious preoccupations of the modern librarian. The ancient image of the librarian as the collector, preserver and interpreter of graphic records has been amplified, illuminated and projected in proper perspective with a new emphasis, in this noble statement of Sir Charles Snow.

Librarians may genuinely feel intoxicated by these generous compliments, but a little candour will have us admitting the unpleasant fact that the stereotype of the librarian in the general reader's mind is not a flattering one. He is either identified as an intellectual and shunned, or scorned as a mere caretaker of books, or considered as an unfriendly executive enthroned in his ivory tower, or just looked upon as an object of humour. To make matters worse, we find that in a text-book on psychiatry, the library is mentioned as a good possibility for jobs for light cases among the psychopaths ! It is also not unlikely that "there would be some mover about, some failure in another calling, or someone who is obviously frustrated or devitalized, who would like to join the ranks of librarianship." (G. R. Lyle) We have to sort out the problems inherent in such misbeliefs and misconceptions which sully the public image of librarianship. But is it possible to sustain an informed image simply by discouraging some unwelcome people from coming aboard ? There is a deplorable lack of understanding of the functions of the library in modern society not only among the general public, but also among a large body of librarians. If the latter are not sufficiently conscious of the significance of the role they have to play in the social and cultural context, how can they expect the general users of the libraries to look beyond the immediate satisfaction of their needs and respect the resplendent role of librarianship ? It is for the librarians themselves to do some rethinking about what they want to do, and what their purpose really is, and to create conditions conducive to the presentation of a better image in the public mind.

In the pioneering days, a library required only books and librarian. "There were no guidelines to successful librarianship, no ponderous manual to stifle one's initiative, no educational jargon, no effort to make librarianship anything other than an endeavour to persuade people to read, enjoy and understand the value of good books. Leaders sprang up to light the way by the force of their personality, consecration and imagination. Few of these leaders were trained for their library tasks ; they became distinguished leaders because of the breadth of their vision, scholarship and a passionate belief in what one of them called *the mastery of books*." The above statement of Lyle is true about pioneers who led the way for the rank and file. But the changing

times has its new necessities and new attitudes. To-day, a library is regarded as somewhat obsolete, if it does not contain materials other than books, and a variety of trimmings and appendages unthought of in the older days and the librarian is considered a non-professional if he has not undergone specific library instruction, which has taken a place in our educational systems. To be trained in the manifold duties of librarianship has become *sine qua non* for professional advancement. Factors of administrative skill, technical proficiency and public relations have gained prominence in the present era of library development. This does not, however, mean that, individual incentive, native ability, consecration and scholarship which marked librarianship in the pioneering days have entirely gone by the board. Sufficient emphasis on the latter attribute is still discernible in the competent and vigorous pursuit of the profession. The librarian now, if not a scholar, is an adequately and liberally educated person, possessing in addition, a professional and technical education to tackle with the complexities of modern library organization and administration, and over and above, he has to spend a period of strenuous work for gathering experience before he is acknowledged as a professional. This new orientation in the outfit of librarianship has grown out of the tremendous proliferation of libraries, of the ever-increasing accessibility to them, and of their rapid enlargement of stock or holdings. The last few years, say, since the Second World War,—have witnessed unprecedented advancement in science and technology and the literature thereof, which has added to the trappings of professionalism still more. Is the drift towards the preponderance of technicalities, a portent, of the superstructure of librarianship being regarded as more important than the ends to be served ? Such apprehensions naturally lead to an appraisal in sociological, cultural and human terms of the extent to which libraries are achieving their objectives and to the feeling that there is a need for a discovery of the librarian's faith—the quest for a philosophy of librarianship.

The concept of librarianship has changed with the changes of time. Till the recent past the function of preservation was much stressed. The Graeco-Latin word '*bibliotheca*' or the common English terms *Keeper* or *Curator*, which were generally attributed to librarianship were in vogue in such context. J. W. Clark's famous work, although related to the historical aspects of libraries,

bears the title, *The Care of Books*. All these point to the caretaker view of librarian's duties. Liberalization of ideas followed democratic processes of the late nineteenth and twentieth centuries, spread of education led to the social movement for culture and reading, development of research in all fields of knowledge, and especially in science and technology, sought new ways for communication of thought, making the library an essential and popular institution in society. The caretaker view of librarianship thus fell into disrepute. The librarians of the day feel that they are engaged in building a world civilization of high order, where every fractional advance in scientific and technological field demands as a pre-requisite a similar advance in culture and education, to enable the society at large, garner commensurate benefits from such advancement. The government of the day in every developed and developing country is posed for a welfare state. Naturally, along with the material welfare, it will concern itself more and more with such non-material welfare as education, library facility and cultural activities. Here librarianship has a definite part to play, functioning purposefully as a part of the social cosmos, as an institution of considerable importance, propagating the most liberal and democratic function of the librarian expressed in the following words of Lawrence Powell : "He must be a reader of books, and a servant of readers. The rest is housekeeping." The quest for a philosophy of librarianship is inherent in the gradual evolution and development of its concept, which has obviously undergone considerable changes since the last few decades of this century.

Librarianship or Library Science

The term 'Librarianship' is equivalent to the term 'Library Science', and there should not be any confusion in this regard. The definitions which follow leave no scope for such confusion. Library Science is primarily concerned with the collection, preservation, organization and use of recorded communications. J. P. Danton has defined Librarianship as "that branch of learning which has to do with the recognition, collection, organization, preservation and utilization of graphic and printed materials". H. W. B. Meyers has defined it as "that branch of human knowledge which treats of the production, care and use of recorded human knowledge". According to J. L. Wheeler, "Librarianship is concerned primarily

with books and other textual materials, their discovery, selection, preparation and with increasing emphasis, their full utilization by all classes and individuals, who have the intelligence to learn, and the gumption to seek information, recreation or self-development from them.”

It has been generally recognized as a branch of learning, as a vocation. If we consider the two established views of the purpose of libraries, that it is a tool for information and knowledge, and that it is also a social service, we have reasons to conclude that librarianship is not a craft or a technique based on clerical or manual dexterity. It is a department of scholarship, and must be recognized as such, not only by the readers who use its services, but also by those who aspire to attain it as a calling or occupation for themselves. If librarianship enjoins on a knowledge of books and other textual materials, it inducts an attribute of high bibliographical acumen, which is as much a part of scholarship as enjoined in any other established discipline. Selection and preparation of recorded communications envisage a knowledge-base established on broad humanism, and an acquaintance with the new research and the latest discoveries, as well as conscious efforts to group, classify and co-ordinate materials, showing and expounding their significance, which is not possible to achieve without a mastery of the technical ‘know-how’, inherent in its practice. It also means the bringing of new knowledge and fresh view-points to the reading public bringing the collection to the point of usefulness. That it is a branch of human knowledge and a department of scholarship can be sufficiently established by an analysis of its definitions.

As a discipline it comprehends both theoretic principle and technical ‘know-how’, suitably blended to serve social needs, its developing concepts providing a corpus of knowledge which sustains efficient management of one of the most important social institutions of our age—the library.

The Philosophy and Science of the Subject

The use of the two terms ‘Library Science’ and ‘Philosophy of Library Science’ or ‘Librarianship’ and ‘Philosophy of Librarianship’ is not always as precise or accurate as it should be. This has led to some unfortunate confusion and obscuration of the issues involved. The philosophy and the science of a subject are two distinct

aspects of it. Is Medical science synonymous with the philosophy of medicine ? If not, philosophy of librarianship and librarianship itself cannot be synonymous. A science, or any science, in fact, is basically concerned with the conscious collection or acquisition of facts and data, the interpretation or description of these data by means of definition, analysis and classification ; the explanation of them by finding out their causes ; and ultimately determining their value and expressing them in clear and definite forms as laws. Concrete phenomenon is the direct concern of science. Philosophy on the otherhand, is mainly concerned with the principles underlying any department of knowledge—its aims, functions and purposes. A clear conception of the difference between the philosophy and science of the subject 'Librarianship', which is definite and not merely academic, will eliminate all possibilities of obscuring the issues involved. It must be admitted, however, that a close relationship exists between these two aspects or viewpoints of a subject. The philosophy and scientific principles of a subject or the aims, functions and purposes of a subject and its practices and experiences, are inter-dependent and correlative. A philosophical basis is needed for any practices founded on scientific and sound principles, or in otherwords, practices, no matter how scientific and valid principles upon which they are based, are meaningless without a philosophical basis. Librarianship or its practices, however, scientific orientation may be given to it, will similarly be meaningless, or will be just flotsam, if it has no philosophical basis interpreting its aims, functions and purposes.

Librarianship : Is it an art of Science ?

As a branch human knowledge or learning, it is difficult to categorize librarianship as a science or an art in the conventional sense of the terms. The question has ever been posed, but never answered adequately. Broadfield has stated that it is an art. In his opinion, it is also a science in the broad sense, which comprehends any branch of knowledge. We are familiar with the interpretation of the term science in the commoner or narrower sense which is restricted to the natural sciences. Obviously, librarianship is not a science in that sense. But if it is that knowledge which is ascertained by observation and experiment, systematized and brought under general principles it is definitely endowed with the scientific attitude, and

Broadfield calls in determinism and efficiency, contending that all the valid principles of librarianship are determined by causes and their validity has the stamp of correctness. Librarianship also embraces human skill, and is a subject for academic studies. As such, it is an art. All these arguments, however, do not stabilize its position in the hierarchy of the recognized disciplines.

Perhaps its position as a subject is analogous to Social Science, much of which, now-a-days, is in the applied field, requiring collection and analysis of data, their interpretation and evaluation, and finally, formulation of certain principles. If librarianship has not yet displayed scientific attitude to that extent, it is definitely going that way, as is reflected by its techniques and principles ; research methodology, and objective analysis of its functions. It is in fact a composite discipline, comprehending within its purview a variety of subjects, and, therefore, should be accorded an independent status as a social science, irrespective of its being a science or an art, in the familiar sense of the terms.

Or perhaps, it may be stated categorically that modern librarianship *is* a Social Science. It has been candidly appreciated that librarianship is capable of doing a finite amount of good, and that it is of some use to some people in the society, which provides it with its moral and material sustenance. Otherwise, it would have been impossible for it to continue at all as a vocation, or a profession.

Foskett categorically mentions it as a social science, and his following words in argument are significant in this respect : "Librarianship, we must remember, is a social science ; it is not a natural science, or even a technology. It has a social aim—to serve people, not to produce objects. As Ranganathan has expressed it, 'Library service to living men must at the ultimate stage be done by living men'. Our capital is intellectual ; our dividends are measured in terms of human needs and fulfilment. We cannot expect to find our principles by investigation in the laboratory, or even by exploring the profundities of mathematical reasoning. But we need techniques and systems to cope with the material we have to handle. The important thing is that these techniques should not be made ends in themselves but studied in relation to their social purpose." Foskett's arguments thus dispel the gloom surrounding this branch of knowledge in search of an accreditation and explodes the myth created by some of its protagonists, dubbing it as a technique.

Can librarianship exist as a mere technique in a social or moral vacuum ? It cannot. It is intricately involved in the social process, serving the society, and producing definite effect on it. It has to be judged, therefore, by the moral and social standards in the context of the society in which it functions, and not by the standards of its technical implications alone. Its social base provides it with the kernel of its philosophy.

2

THE PHILOSOPHY OF LIBRARIANSHIP

THE PHILOSOPHY OF LIBRARIANSHIP : WHAT DOES IT SIGNIFY ?

CYRIL O. HOULE says that, a philosophy of librarianship should be a practical philosophy, contrasting it with the philosophy of nature, which seeks to re-discover what nature *is*. He enumerates three propositions in this context, stating that, a philosophy which is practical achieves valid meaning only in terms of its operation ; that a code of ethics has relevance and force only if it is carried out in the lives and activities of the people ; and similarly, a practical philosophy of librarianship has its fullest meaning when it is evolved by and operates to guide the actions of individual librarian or a group of librarians, who are working together in a single institution. According to Broadfield, it usually signifies the *purpose* of librarianship, which is broadly stated as teaching, research and entertainment. The discovery of the philosophy is the province of the philosopher and the librarian, therefore, should himself become philosopher and find his own philosophy. According to him, philosophy is not something delivered to order. It must be wrested from the librarian's own experience. In Raymond Irwin's opinion, there is no philosophy of librarianship, no theoretic discipline on which technical studies can be based. He contends at the sametime that, if librarianship is a subject of academic significance it must possess a theoretic discipline or a philosophy of its own. The absence of such a philosophy in true sense of the term, is countermanded by the existence of its *ruling principles*, which we may describe, as of any other branch of knowledge, as a statement of the aims, object or end of this particular study. According to him, philosophy of librarianship has no meaning other than the study of the theory or principles of this branch of knowledge. J. Periam Danton is not concerned with philosophy in the philosophical or metaphysical sense of the term. It implies according to him, "careful, critical, systematic work of the intellect in the formulation of beliefs, with the aim of making them represent the highest degree of probability, in face of the fact that adequate data are not available for strictly demonstrable conclusions."

It implies further, that such beliefs shall have to do with aims, functions and general objectives, that these last shall be intelligently related—with an eye to the future—to the social order, and that the beliefs, taken together, shall comprise a systematic body of general concepts.

The contention that the so-called philosophy of librarianship is an elusive thing and that there is no such theoretic discipline on which objective studies can be made, is well-founded to a degree. One of the main obstacles to this has been the emphasis placed by librarians upon routine technique, and one of the main reasons why but little serious attention has been given to it, is that only recently have libraries been large enough to present special problems, necessary to stimulate reflection. Actually, there is little evidence to show, that librarians have given ample thought to the philosophical bases of their profession, setting forth a complete inclusive statement of its objectives. In the words of Carleton B. Joeckel “the librarian himself, always a pragmatist, has been much too busy doing things to take time for an objective view of himself and his works. The great responsibilities confronting him on every hand have left him little leisure for mere contemplation or philosophical speculation as to the meaning of what he has been doing.” In similar vein has Pierce Butler bemoaned that “unlike his colleagues in other fields of social activity, the librarian is strangely uninterested in the theoretical aspects of his profession. The librarian apparently stands alone in the simplicity of his pragmatism ; a rationalization of each immediate technical process seems to satisfy his intellectual interest. Indeed, any endeavour to generalize these rationalizations into a professional philosophy appears to him, not merely futile, but positively dangerous”. The above statements are solemn warnings to the profession, to the librarians in general, who are much too busy with technical processes with no time to spare to speculate on himself and his works. It is no exaggeration to say that the present-day librarian has no time to do any re-thinking about the aims, functions and purpose of librarianship. But the time may now be at hand when we need to believe as FOSKETT does that “philosophy is quite basic to any kind of systematic outlook on life, and in particular to a professional outlook”. There is a body of knowledge and technique which constitutes our professional equipment and our outlook should relate to an attitude towards the same which is coloured by a sense of purpose

and inspired and directed by the end for which it is acquired. This philosophy takes for granted a theoretical formulation which relates the objectives of the library to its operations in a coherent and discriminating manner. The philosophical premises on which library operations are to be objectively linked, may have to do something with library technology, guiding us to arrange the library resources for determined purposes ; or to plan the library with specific aims in view, and to serve specific purposes ; or may be related to the provision of library services required by the users. Whether technical or administrative, all operations connected with the library should have an objective basis, clearly conceived and executed with the end in view. The idea can be summed up in these suitable words of Nitecki, “ a philosophy of librarianship presupposes a theoretical formulation, which would relate the objectives of the library to its operations in a consistent, logical pattern.”

Every human endeavour seeks justification in terms of ethical or philosophical values, librarianship being no exception to such attitude. Its practices therefore should be coloured by an objectivity which offers scope for constant analysis and improvement.

If librarianship is recognized as a subject with academic and vocational significance, it must also possess a theoretic discipline of its own, like all other recognized disciplines. A body or corpus of knowledge or concepts has got to be built up which we should regard with high respect as standards or laws of our profession. “There ought to be a quest for normative principles by whose light we can illuminate our practice.” (FOSKETT)

Bases of the Philosophy

Library as an institution, constitutes an integral part in the manner of organization of the society in which it functions. It originates and grows out of necessities of life and in response to the society's needs. Being a part of the social organization, its main role consists in providing and developing the means to an easy access to knowledge. Librarianship is, therefore, a social process, inextricably bound up with the life of a community in the same sense as education. The predominant ideals of the society should, therefore, be our source to provide for the major aims and objectives of librarianship. Before a library philosophy can be formulated, there must be an understanding and recognition of the ideals and purposes of the

society into which that philosophy must fit. The world of to-day is being guided by democratic ideals, which assume that, the needs and welfare of the individual impose inescapable responsibility or permanent obligation upon society and its constituent parts. The library is perhaps the only social institution which provides scope for full participation by an individual—participation to the greatest possible degree, so that, the individual lives a full life in the best traditions of democracy.

For society, two active functions are performed by the library, and these are to entertain and to educate. It endeavours to provide the best recreational reading, and to use every skill, every bit of imagination, and every contrivance to lure the reading public to read for pleasure, a habit if properly cultivated, may ultimately lead the individual to read for knowledge also. Moreover, it is hardly possible actually to read for pleasure without at the same time getting knowledge. The principal function of the library, however, is to serve the cause of education, which brings in its wake a series of activities by the librarian. He selects continuously and systematically good books, taking into account new research and latest discoveries and inventions, and brings new experiences, new knowledge and new ideas to the notice of the reading public. He then deliberately and consciously groups or classifies them, catalogues and coordinates the materials to exhibit and emphasize their significance. By his skilled organization and direction, he brings his collection to the point of usefulness. This aspect of librarianship has been beautifully described by G. R. Lyle in the following lines : “there is an essential connection between advances in knowledge and the discovery of truth, and the indexing, analysing and cross-referencing of librarianship. By acquiring, indexing and coordinating, the librarian strikes the balance, corrects where previous representation misled, and drives the harder the next researcher seeking the truth.”

‘There is a brilliant analogy suggested by the scholar Edgar Johnson, biographer of Charles Dickens, who wrote, “Just as in a saturated liquid solution, the salt that it contains may be invisible to the eye, but rapidly crystalizes into visibility with the addition of a few more grains, so the further evidence revealed by the indexing, analysing and cross-referencing of the library, adds to the full truth of the matter’.”

Again, according to F. M. Gardner, “there are two views of

the purpose of libraries. One can look on libraries as a *tool for information and knowledge*. Librarianship then becomes a straightforward problem of organization, so that the contents of the library are readily available and kept constantly in line with requirements, both in time and extent. The fact that something is straightforward does not necessarily make it easy, and the enormous and ever-increasing volume of material creates complications that are known to us all. But the fact remains that the purpose of such a library is comprehensible, and the user is solely concerned with getting a specified range of information from a machine organized to give it. And the job of the librarian is to have a sufficient knowledge of the bibliography of the subject and the organization of the library.' The other view of libraries is *as a social service*, and here one is at once on insecure, dangerous grounds. We have always been vaguely conscious that libraries have a social purpose, that a well-read man will become thereby a better citizen, that a public library is a cultural asset to the community. It was certainly true that in the foundation of public libraries, the social purpose was paramount.... It is not that either function is more important than the other, and obviously they overlap. It is the second concept that offers us our greatest challenge in the future, and which is causing the greatest frustration among younger librarians. Qualified, enthusiastic, they find that the job they have to do is not the job they are trained for, nor often the job they want to do. To sort out a little, it means that the librarian wants to be a specialist, dealing with specialists and finds himself a non-specialist dealing with the general readers. It is frustrating to find that a great many of the requirements of readers are trivial or vague. To find that readers are irritating, self-conscious, never tell you that they want, don't want what they ought to want, don't return their books, deny having had the books ; in short are typical human beings. But they are still readers, and libraries exist not as an end in themselves but for the service to readers—the whole purpose of the librarian is to get more readers for his books, and these readers as well as being served, must be liked. The good librarian must like people, with all their faults and failings and people at all levels of education, as well as libraries."

President Johnson's message to the American librarians is significant in this context. He says, "It is commonly believed that the poor coming out of deprived backgrounds with little culture

and learning, are not motivated towards books and reading. This is a myth which you can help to overcome. A library which does not attract new users becomes merely a symbol of the *status quo*. You must reach out to the under-educated and give them the kind of help that they need and can use.”

An analysis of the purpose and functions of libraries would result in a refreshing revelation of the objectives, which obviously form the bases for the philosophy of librarianship. A complete inclusive statement of it, is also possible to be made, if not on facts, at least on assertions and re-assertions.

The Pattern of Modern Librarianship

The theme centres round the librarian and the theory of his profession, the objectives and principles which influence or govern his actions, in multifarious forms and directions. Librarian is more important than the resources and methods, which make no impact, unless the librarian is there, making strenuous efforts for their proper utilization and application. The professional librarian has a clear and urgent conception of the ideals before him, he is lively conscious of the service owed to the reader, and he maintains a sense of standards in the day to day practice of his calling. The widespread establishment of public libraries and the consistent development of libraries serving special purposes of teaching and research in academic, scientific and industrial fields, has compelled him to cultivate and establish a frame of mind which considers the library both as a tool and as a social service. He subsists on the fundamental belief in the virtue of the written or printed word—the reading of which is good in itself and upon the preservation of which many basic values of our civilization rest. He is conscious of the fact that, when culture is in question, the knowledge of books, the amount of reading and the possession of a library, all become measures of value, not only of the individual, but also of the community.

In the developed countries the public or the general library has the pride of position. The public libraries have helped in expanding the conception that librarianship is a process, and like all processes is a dynamic continuous phenomenon, which aims at making books available to all, by insisting that even those who could not afford to buy a single book were entitled to share in the knowledge that are collected in libraries. A notable

contribution may also be credited to them, a contribution to the art and science of librarianship by developing the techniques of library organization and organization of reading materials.

The university libraries, the origins of which may be traced back to the later Middle Ages, have grown up in association with scholars and have secured the foundations of our civilization by consciously collecting and preserving the graphic records of all times, and advancing the cause of higher education and research.

The special libraries are also making their characteristic contribution, where an active information service aids in the progress of knowledge.

An efficient information service is of vital importance to a research team working consciously towards a desired end. A reference librarian, therefore, plays a significant part along with the researchers. These libraries have also tended assiduously to improve the techniques of classification and indexing, to provide a better service. A librarian, thus, must approach his profession with a sense of purpose. He *must* know what he wants to achieve.

A society's reading needs are expected to find response in the services rendered in the overall or integrated system of libraries—public, academic and special, inasmuch as the library's main role is interpreted in terms of provision and development of the means for a better book-reader relationship. Different readers or groups of readers expect different kinds of books for different purposes. The patrons, constituting individuals or group interests, may request for service, i.e. provision of a given book when they know what they want, or may request for assistance or education, i.e. provision of a book on a given subject when they want to know what kind of book they should get, or they may seek guidance or arbitration when controversial books on a subject or books on controversial subjects are required. Adequate response to these requests constitutes the basis for the theory of librarianship. Although on an analysis of libraries at different levels we find specializations in varieties of forms and functions, the theory of librarianship upholds in the context of the library's services the high principles that library technology does not imply routinism ; collection or arrangement of library resources does not imply dogmatism ; and the administration of the library does not imply bureaucracy. These are the *sine qua non* of the philosophy of librarianship.

The emerging pattern of modern librarianship, while laying the

usual stress on book content, attempts to enlarge the scope of its influence into an integrative role as a cultural unit in the social structure. According to Joseph Z. Nitecki, "The growth of the modern theory of librarianship may be characterized as a gradually emerging concept of library involvement in the affairs of its community. It began with the emphasis on the value of reading-in-itself, which was a belief closely related to the dominant philosophy of that period, stressing the humanistic notion of self-improvement of individual members of the community, which together would strengthen the general will of the society. It was a period of enlightenment in both political and library philosophies." He pinpoints the present trend in the following lines : "An awareness of unity is expressed in the overall functioning of the library in society, while competition between various specialized approaches enriches the dynamic growth of the discipline, resulting in an efficient, valuable and useful service to the reader. The library will not only serve the interests of its own community, but also contribute to the development of new interests. Thus, although the library is primarily an institution designed to serve the reader, its contemporary position in society suggests an active initiation of ideas, rather than a passive providing of books."

In short, there is a need for the development of a philosophy of librarianship which will probe into the complexities of its nature, a philosophy which may clarify the interpretation of our purposes, thus solving the practical difficulties, and finding ways to approach common problems.

COMPONENTS OF THE PHILOSOPHY AND THE PHILOSOPHICAL APPROACH

According to Raymond Irwin, the study of the philosophy of librarianship must include :

- (i) a definition of librarianship
- (ii) a statement of its purpose and aims
- (iii) a statement of its relations with other branches of knowledge.

We have gone through the definition of librarianship as given by Danton, Meyers and Wheeler, all of which stress on books and other reading materials as its main concern. The discovery, selection and preparation of such material, and their utilization for the purpose of recreation, information or self-development

by individuals and groups of people, are the implied factors. We should analyse the definitions in the context of the predominant ideals of the society, which lay considerable emphasis on the efficacy of reading in improving the individual, the needs and welfare of which is society's permanent obligation. This purpose of society, as envisaged in the definition, is possible to be served only through the agency of the library, which offers the individual or group complete freedom in the pursuit of knowledge or pleasure. We have an over-all glimpse of the aim of librarianship in this respect.

For a statement of its purpose and aims, we may further state that, librarianship embodies the principle that freedom of thought contributes to the free condition of human being, at the same time it avoids the notion of equality in respect of reader's needs and demands, contending that, needs differ in quality and quantity according to the reader's abilities, purposes and other factors.

It is also the purpose of library service not merely to satisfy the requirements of readers, but also to create readers. The reader is to be assisted to strengthen his conscience by liberal provision of all necessary material of intellectual and literary nature. He should be helped to form his judgement by giving him access to unsuspected interrelations of knowledge, through catalogues, indexes, bibliographies and other library tools.

The pattern of modern librarianship enumerated above, also sets forth definitely the purpose and aims of an integrated library system, and at different levels. We may, however, do some re-thinking as to the extent the library services fulfil the purpose of entertaining and educating the general reader and of helping the research worker. Whether adequate sense of purpose is manifest in the professional outlook, may not be difficult to measure, if we critically evaluate the policy of acquisition of books and other reading material, the use of which is librarian's main concern. Communication of knowledge—all human knowledge, past and present—is relatively a new conception, as opposed to viewing the library as a mere museum piece or a treasure house. A flair for collection may be a scholarly pursuit, but only the unique professional skill of the librarian can convert it into a gigantic reference book containing fantasy as well as fact, organized for expeditious use, allowing access to all. Whether the techniques have been suitably applied for indication of the collection—which covers all the processes of classifying, cataloguing,

indexing, reference work and aid to readers—is another big question, in the perspective of the purpose and ends to be served. If the easing of the knowledge content of reading materials and their quick notice and facile assimilation is the objective, we should be careful not to burden the tools with too many technical frills, i.e. the means should not predominate and obstruct the end from the view. Knowledge circumlocuted is knowledge denied.

A great debate has been going on since some time—whether the aim of librarianship is to entertain or to educate ? Without going into the niceties of the problem, we may straightaway accept the view that we have to do both, and simultaneously. The public library is the community's expression of its corporate requirements, and it offers the most complete cross-section of the culture. It should, therefore, supply the books its members want—any book, including light fiction or controversial book or book on a controversial subject, unless, of course, it is repugnant to the community as a whole. We should at the sametime keep the facts in view that, all branches of literature play their part in a library's cultural work, and that, the community's progress is inevitable if men are given the opportunity of education. Without acting as arbiters of public taste, without asserting the right to censure, without telling the people what they should not read, could we not fulfil our obligation to society to educate the reader and the public, by showing fairness and wisdom in book acquisition, exercising the right of office, the right to decide what shall be in the library and what shall not ? Librarianship does not merely attempt to interpret the general will of the readers, but also to guide them when needed, into path of wisdom.

Aiding research is another aim of librarianship. Information work, with all its concomitants—indexing, documentation, data processing, information retrieval and long-range reference service is now acknowledged to be an essential part of service in academic, research, special and technical libraries. This has led to research in library technique itself, and considerable progress has been achieved in this newer field of librarianship through inter-change of ideas, symposia, seminars and interminable discussions. Application of techniques are being emphasized or withdrawn on the basis of analysis of the results obtained. An urge for new knowledge through trials and errors is a laudable sign of modern librarianship. It signifies growth and development, as opposed to stagnation and

that is a healthy sign of it—checking, channelizing and processing information to the point of usefulness and expeditious retrieval for research need being the object in view. The lack of it might have drowned the researchers in the torrents of current thought, and research would have come to a standstill.

Librarianship and other Disciplines

A very pertinent question is often posed—Can librarianship claim affinity with any of the recognized disciplines as Education has with Psychology, Law has with Jurisprudence, Medicine has with Biology, Geology has with Palaeontology and Engineering has with Physics and Mathematics ? Librarianship is a composite discipline, with various subjects as its component parts, but it cannot be denied that it has relationship with various branches of knowledge or recognized disciplines, although it may not have any close affinity with them. Such relationship is not impossible to establish, inspite of the categorical assertions by Dewey and others, that librarianship stands aloof and alone, having no rapport with any other subject. Raymond Irwin has taken pains to enumerate such relationship, which may be explained as follows :

(a) Librarianship and History

Both the historian and the librarian use graphic and printed material. Archives, manuscripts, inscriptions as well as books, periodicals and various printed documents are their forte. While librarian assiduously tries to preserve them for utilization by others, the historian takes upon the task of their interpretation for enlightenment of those who care to know and learn. Archive administration and preservation has been recognized as a department of librarianship.

(b) Librarianship and Science

Librarianship is in the main a humanistic study, and has such relationship with science as is implied in its duty to supply the scientist with the books and documents he needs. As the scientist relies largely not on books but on periodicals and other non-book materials, he has to depend largely on abstracts and current information systematically recorded, filed and indexed for his use. This process goes by the name of 'Documentation', which is as much a part of modern librarianship as classification, cataloguing,

etc. The needs of the scientist is highly specialized, and the information work devised to meet such needs is also a department of librarianship.

(c) *Librarianship and Social Science*

Much of what has been said about science can also be said about social science, as scientific method is also applied in economics and other branches of social science. Librarianship itself can lay claim to a definite place in the social cosmos, although it is an individual service, interested with individual needs. It is common practice now-a-days to categorize readers' tastes, occupations, needs, age, etc. through the application of statistics. But this can be achieved only at the sacrifice of their reality as individual readers. Classified, grouped and arranged they are abstractions ; treated individually, they are human beings with real needs of their own. The danger of relying too much on mechanical devices, such as punched card system for retrieval of information, is that readers or books come to be treated as groups of units, and the library becomes an automatic machine.

(d) *Librarianship and Education*

The interest of the librarian in social science is in the main an extension of his natural interest in education. Here is an undeniable relationship. As expressed by Guy R. Lyle, "When we look at the whole landscape of library development, we see a convergence of librarian and educator as one, and an acceptance of their effort as essential to the national well-being". One of the prime functions of the library is to educate and librarianship's main interest likewise would be acquisition of books of value and their organization to make them use-worthy. The responsibility lies in the provision of background material, text books, etc. and also implies individual guidance with which the librarian exploits his stock. As provision of such material is a vital factor in education, the librarian takes the onerous responsibility of evaluating such books. To this extent librarianship and education overlap, and not any further.

In a country where education service is fully organized, librarianship and education are sister services with equal status ; each being necessary to the other, neither being subservient.

We must, however, admit the principle that education of any

kind in the formal sense, other than education for librarianship, and in the use of libraries, such as orientation courses, is outside the scope of the librarian.

(e) *Librarianship and Literature*

The relationship is hard to define. Librarianship, however, has a responsibility to literature for the maintenance of a due standard of taste. It is through libraries and their multiple purchase of literary works that books get to be known and read by a large number of readers. Application of certain standard for evaluation of a literary work precedes such purchases. Books of dubious value, however, popular, may ultimately be rejected by libraries in this context. This indirectly influences literature to maintain a due standard of taste. In the long run, such a policy supports and encourages creative work.

Again, there is a close affinity between historical bibliography which is a subject of great interest in librarianship and literary history, which every student of literature has to read. In editing the classics and detecting bibliographical frauds, librarians have contributed as much as literary critics and researchers in the field. Library student, by compulsion, becomes a bibliographer, and as bibliographer he must also be a student of literature to some extent.

The word 'literature' covers much besides strictly imaginative literature, and if we consider this connotation, great works on science, history and politics, as well as the creative works of drama, poetry and fiction come within its purview.

(f) *Librarianship and Ethics*

Ethics is related to librarianship in the solution of certain problems regarding book selection. It is an axiom that, the librarian should be impartial in the face of questions of politics, morals and religion, which divide his readers. His policy is to allow each side of every question to state its arguments to his readers without favour ; for only by knowledge of pros and cons, can a balanced judgement be reached. This is the democratic ideal ; there is no concealment, no consorship of opponent's arguments. The ethical view is also manifest in librarian's conscious efforts to keep himself above controversy, by allowing his readers free access to the collection containing books on controversial subjects, such as sex or heresy

or any heterodoxy, and to controversial books on certain subjects.

Book selection implies book rejection : selection of the good and rejection of the bad. Much of ethics is involved in such procedure. Before rejecting a book, he has to weigh in his mind whether by such action he would not be depriving readers of something which would ultimately benefit the reader. It is wise to emphasize, however, that book selection rests on the inclusion of the books of value, rather, than the exclusion or censorship of books that are not desired, as book selection is a positive and constructive process.

(g) *Librarianship and Psychology*

Psychology is related to librarianship in its intelligent approach to readers. Librarian takes care of the individual reader, although he serves his clientele in general. He is keen to keep up the image in his readers' mind that the librarian is a friend and a guide, a person approachable and with considerable human understanding of readers' problems. Readers' needs, their reading habit, their interest, tastes and preferences and their general behaviour pattern have got to be adequately ascertained to ensure service at individual and group level. Librarianship as such is an imperceptible psychological study of the reader. He also studies the impact the book makes on his readers. Moreover, he removes all psychological barrier between himself and his readers and often identifies himself with them. He virtually transforms himself as his reader's *alter ego* when giving reference service. Library service and the techniques involved in it, receive psychological sanction of those for whom the service is meant. There is a tacit understanding in this regard from the body of users generally.

The components of the philosophy of librarianship as advanced by Raymond Irwin, may not provide an exhaustive delineation of the theoretic principles of the discipline, but by the implication of its scope and coverage, it gives some idea of the expanse of the subject.

The book and its utilization, the reader and the services aimed at, the general principles on which such services are based, the independent status of the subject in the comity of others, and the relationship the subject has with other recognized ones, are all to be taken into consideration, when one attempts at the formulation of the philosophy. The written or printed word plays a significant

role in human culture and progress, and it is the role of the librarian which makes it possible to hold sway over such an important matter. The social penetration of the book since democratization of education and learning ; the wide horizon of human knowledge contained in the carefully acquired collection of libraries ; the influence of books on the changing culture-patterns and on the readers generally ; an ethical code for guidance and a set of fundamental principles are a few more aspects of librarianship, which need to be taken into consideration while describing the philosophy in its entirety.

The philosophy of librarianship should not be taken in isolation of the general trends of human thought, pertaining to the cultural progress of man. It has very much existed in the idea-plane and its implications have been far reaching ; for many people—prince, priest, scholar, teacher and philosopher have responded to this calling through the ages, a vocation which is as noble as any other, upholding the freedom of man to pursue knowledge and the pleasure that flows from it, un-fettered, un-restricted and un-inhibited. It is not a part of librarianship—it pervades the gamut of it, it is librarianship itself, and “it has something indefinable which transforms it from a mere occupation into a way of life. Those in whom the light burns brightly find that their work fills their lives abundantly, and brings its own satisfying rewards.”

3

THE VALUE OF PHILOSOPHICAL APPROACH AND ADVANTAGES OF HAVING A PHILOSOPHY

THE PHILOSOPHICAL APPROACH : ITS VALUE

WHEN WE view libraries as social service, we are conscious that they have a social purpose. To develop the citizen through reading, so that he may play a more useful part in the community to which he belongs, is the prime motive of the libraries, and this social purpose was paramount when public libraries were founded.

It is evident that philosophy has made tremendous contributions to the social sciences. In political science, economics, law and education we can trace the origin of some of their theories to the philosophical approach, and this is more true in case of political science. If the modern theory of librarianship is based on the humanistic notion of self-improvement of individual members of a society, it is also the dominant philosophy of modern political science, which desires the citizens to be well-informed, well-read and well-posed for participation in the political life of the community. It may be called the period of enlightenment in both political and library philosophies. In the words of Nitecki, "Thus, although the library is primarily an institution designed to serve the reader, its contemporary position in society suggests an active initiation of ideas, rather than a passive providing of books."

Every organized science has a theoretic discipline of its own, which we describe as its philosophy. Librarianship is a new branch of learning and it must be admitted that it lacks much in scientific data, owing to the fact that, it has scarcely developed a philosophy which can be moulded on the interpretation of such data. We can, of course, supply factual information in some instances which may enable us to find complete scientific solution to some of our pressing problems, but the lack of it is also perturbing. Has our scientific attitude to the problems been adequately emphasized, have we been able to turn our enquiring mind to some day to day problems which we face and find scientific solution, or have we been successful to rationalize such solutions keeping its

over-all implications in perspective, even if we have solved them individually ? These are some of the pertinent questions posed before us, if we want to establish library science or librarianship in the manner of any other organized science. The harmonious blending of the science and philosophy of a subject is a pre-condition of its organized development.

In this connection, we have to bear in mind that change is synonymous with progress. Facts change with changing conditions, implying its consequent impact on truth and value. Yesterday's truth may not be the same to-day, the value attached to our existing concepts and actions may get deflated or inflated by the passage of time. These inexorable changes are evident all around us, in the fields of education, politics, economics, medicine and social hygiene, social welfare, etc. We must take a cue from that, and admit that whatever may have been the foundations or bases of the philosophy of librarianship, it has to change with the changing conditions. Librarianship should, therefore, examine its beliefs, and do serious re-thinking about its functions, purposes and aims and objects, if it wants to keep pace with the changing times. A static philosophy in a developing society is an anachronism. "The more change there is, and more rapidly it takes place, the more imperative is it, that our philosophy and our objectives be revised accordingly, and the less likely is it that we can turn to science and factual knowledge for assistance in solving our problems". (DANTON.)

Through methods of logical thought, a philosophical approach to the sciences has contributed considerably towards their development. That is proved historically. Similar deductions are possible in the case of the social sciences. Such an approach is very important and indispensable in society to-day, when one has to consider the question of social values, objectives and aims. In the field of librarianship also it has become absolutely necessary. An open but enquiring mind, adjustable to prevailing conditions, is an imperative social necessity of the modern age.

Advantages of having a philosophy

Librarianship and philosophy of librarianship are inter-dependent. Consequently, if we consider it beneficial to develop a philosophy, we may very well expect that commensurate benefits will accrue to the profession. As the first and foremost result of the formulation of the philosophy we would be provided with a systematic body of

general concepts, which will enable us to probe into the complexities of librarianship, so that, we may clarify the interpretation of our purposes, and solve the practical difficulties. It will also enable us to be articulate on the major issues confronting us.

J. P. Danton has taken much pains to give an account of a series of points which constitute the advantages which may reasonably be expected to accrue to the profession as the result of the formulation of a philosophy. His delineation is interesting and gives an edge to the profession which may still be struggling to find a foothold on way to recognition, respectability and regimentation. Briefly stated, his six points are as follows :

1. Achievement of a definite and recognized place for the library in the social order and, if there is to be, as seems likely, a new social order the establishment and recognition of the library as a vital, creative, educative force for the advancement of civilization.
2. Validation of the library science which is slowly developing. Validation in point of time and present need—not of course, in point of scientific correctness.
3. The giving of meaning to technical and mechanical processes. The development of library science will, of course, contribute here and conceivably in a more marked fashion, through the erection of a sound, scientific framework for practical procedures.
4. Another benefit to be derived from a professional philosophy will be a precision and sureness in action, resulting from clear knowledge of purpose.
5. Advantage of an ability and a means for distinguishing between the duties and the activities of the several types of library workers.
6. Finally, we may expect the creation of “a sense of professional unity”, that is, the recognition of a definite principle of unified organization within the profession.

Developed on the light of Danton's arguments, a further expansion of each of these points is given below :

1. *The Library and the Social Cosmos*

Grace Q. Kelley has tersely expressed, “One looks in vain in

histories of culture and education, for studies of the modern library, as an active force which is making its impress upon the social fabric." It is pretty generally admitted, both within and outside the profession that, libraries and librarianship have received little or no attention at the hands of the sociologist and the political scientist, even when studies by students in these fields have been of such a nature as to include a more or less complete picture of our civilization or its educational aspects.

This is more remarkable in view of the fact that, it is admitted even by these same sociologists, historians and educators—that the library is, along with the school system and the press, one of the chief and most powerful educative influences to-day. It is unfortunate that too little is known about the social implications of the public library, and that there is no complete statement of library aims and objectives, so that, there may be a criticism of these aims and policies, an analysis of the library as a significant part of the social fabric, and the placing of the library in relation to other social institutions.

The library will be continued to be left out of the social picture, it will continue to be denied the advantages of sociological analysis and concomitant recognition, until it sets forth its objectives, its reasons for them, and its proposed methods for arriving at them ; until, in brief, it proves itself an organization capable of something more than the pragmatic—or even the scientific application of separate processes and techniques to individual problems.

Although much of what Danton has said is true, a conviction that libraries are indispensable in our society appears to have taken a firm root in the minds of our administrators. Looking at the whole landscape of library development, we find that the Central and State Governments are recognizing the social utility of libraries by their increasing financial support to their upkeep and development. In the national educational programmes librarians are being asked to participate, and in international educational and cultural projects they are being deputed with increasing frequency. Library laws in most of the countries of the world, developed and developing, are taking new orientation, and being hailed as something new in social legislation. There may be straws in the wind, but there are also hopeful signs in the wind.

2 & 3. *Library—its philosophy, science and techniques*

The second and the third points developed by Danton may be

taken up together. Inter-relation between philosophy and science is of prime importance. Neither can, as a matter of fact, do without the other. Philosophy which is blind to experiment and practice will be merely speculative, and similarly, practices which are carried out without a clear knowledge of their purpose, are meaningless. By way of being concrete suppose a hypothetical study on the reading interests of children between ages twelve and sixteen. If the children display interest in reading matter which we believe to be too low a standard, shall we cease buying and circulating such books ? Or shall we leave the educative influence to the school and cater to the children's expressed desires ? The important thing is that a philosophy would give to this or any other library study a certain validity, first as to relative value and importance, and second as to results obtained.

This giving of meaning to scientific studies, and especially to technical and practical processes, is one of the most important benefits which the formulation of a philosophy would bring.

4. *Consciousness of Purpose*

When the library profession becomes thoroughly conscious of precisely what it is trying to do and why it is doing it, we may hope to see a very significant change affecting not only libraries and librarians, but also society which they serve.

We can scarcely expect society to think of the library in terms of its constituent elements until we have made some progress in defining what the library's ends are, or should be. That the public library aims at free reading for all, for pleasure or for knowledge ; that the special library's function is to provide specialized information in specific fields for organized research ; that the academic libraries cater to the reading needs of students for their study and furnishes reading materials of higher standard to the teachers and research scholars ; that national library functions as the repository of the country's printed products and manuscripts, as well as stands out prominently as an institution of national prestige, with huge collections covering all fields of knowledge and books of all times, are going to be the common knowledge of the people, and for us heartening trends of events. It bears witness to the fact that librarianship in general, is conscious of its purpose and has well-defined aims to establish library's position as a constituent part of the society.

5. *Library personnel*

The profession should cultivate an ability and find out well-accepted means to distinguish between the duties and activities of different types of library workers. There is much ambiguity in this regard to bedevil our thinking. Young, enthusiastic recruits with adequate educational background and technical or professional qualifications have often been put on jobs which are mainly clerical and routine. This has damped their enthusiasm raising a doubt in their mind—were they trained for such jobs ? It must be admitted that library technique consists of classifying, cataloguing, indexing, documentation and reference work, and this is what distinguishes the profession of librarianship, because there is little else that cannot be done by anyone with some education and a little study and experience. The almost complete disregard of any distinction between the clerical and the technical work or between various types of specialized techniques in the library must end. In other professions, medical, engineering, educational, etc. we find the more or less complete distinction between various types of workers. Why should not librarianship toe their line ? There is need for a distinction between “professional” and “non-professional” workers, based upon ability, talent plus education. Such distinction, instead of displaying a derogatory attitude to certain types of works and workers, gives purpose to each and every aspect of library work, outlining their specific nature, and results in efficient organization of the library. The door should be kept open, however, for “non-professional” staff with a flair for technical jobs to go in for professional training, for being fully equipped. Provision for study-leave with full pay should be made in such cases. “Professional” men should not be led to regard themselves as high priests of librarianship, neither the “non-professional” be despised as underdogs. Library needs them both and on their own rights and merit.

6. *Sense of professional unity*

It seems, at present, the libraries are like isolated independent organizations, each existing for and unto itself. This is proved in the obstacles faced when attempts are made to set-up plans for unified library service, co-operative buying, cataloguing, book selection, etc. The day of co-operation, however, has been dawning, although national programmes and planning are still retarded by the consideration of individual interests.

An awareness of unity, however, is expressed in the over-all functioning of the library in society. The smooth working of an inter-library loan system, either under the agency of an accredited body or on mutual faith and understanding between librarians themselves, controlled by an inter-library loan code or not, is an indication of this. The painstaking preparation of union catalogues, costly tools though, is another evidence in this trend. Co-operative storage, co-operative buying, co-operative cataloguing and book-selection, although not so pronounced in every country have been successful more or less, in some of the advanced countries. Others are catching on. Librarians are meeting periodically, to discuss problems of mutual interest, to sort out solutions in conferences, seminars and symposia. These are contributing definitely to a sense of professional unity.

The development of a comprehensive professional philosophy may not be the panacea of all library ills, but it will relieve the profession of much of its sterility in respect to social problems and in doing so, it should bring with it the specific benefits mentioned above. While developing the philosophy, the purely humanistic and practical aspects of librarianship must always be taken into account. A consciousness of purpose and well-conceived aims would justify the means in achieving the end—the well-being of society through library service.

4

THE OPERATIONAL PHILOSOPHY

GENERALLY speaking, librarianship is an art or science of managing libraries and providing library services. There are various classes of operations involved in the process. It starts with collection, implying selection of books and related materials according to the purpose of the library and also certain principles. Thereafter the operation of processing of such materials becomes necessary, implying in turn classifying, cataloguing, indexing, documentation, reference work, aid to readers, etc. which are distinctive features of professional librarianship. Much of this involves mainly routine and orderly behaviour, but the professional implication mainly lies in mastering the increasingly complex skills necessary to collect, organize and make available our literary heritage to the people who want to read. In the larger aspect, the service orientation, the sense of personal dedication being implicit in it, is coupled with the knowledge base of the profession, which is ever changing. In librarianship, practice and theory must respond to new knowledge.

Five Laws of Library Science

Ranganathan's 'Five Laws of Library Science', propounded succinctly each in four to six words only, is the epitome of the operational philosophy of librarianship. Considerable philosophical discussion about library activities is to be found in them. He has been able, in an extraordinarily simple manner, to expound these principles in a systematic form and reduce them to five cardinal principles, and has developed all the rules of library organization and management, as the necessary implications and inevitable corollaries of his five laws. These five laws are :

Books are for use
Every reader his book
Every book its reader
Save the time of the reader
Library is a growing organism.

First law : Books are for use

It is self-evident, and no one will question its correctness. But

there is historical evidence of a deplorable neglect of this law. In Roman times, and earlier in the library of Alexandria or even as far back as Librarian King Asurbanipal's time, libraries were open to the public. In Medieval times, in the fifteenth and sixteenth centuries, books were actually chained to the shelves, a reflection not only of their preciousness, but also of monopoly of learning by a small community of clerics. In fact, libraries were regarded not as organizations for furthering the *use* of books, but as institutions for preserving them. During the period of Renaissance and Reformation, transition started from the Middle Ages to the modern world. The chains were removed first, although access was limited to chosen few. The use by payment became the vogue. As a further step, books were made free to all, but only for use in the premises of the library. Then came lending to favoured few : then to all who paid the fee : and at last, lending free to all. A modern librarian is happy only when his readers make his shelves constantly empty. How this law, the first and fundamental law, which stipulates that books and reading materials are not storage materials merely, but for use, has been neglected through the ages, and how modern librarianship has changed the idea of the library from a mere book-store to free dispenser of knowledge, has been thoroughly discussed and firmly established by Ranganathan.

Second Law : Every Reader His Book

The approach of the first law was from the book—the book carefully stored as precious object—the chained book being gradually freed from its shackles, coming out handy as dispenser of knowledge. The approach of the second law is from the side of the users of books. The first law threw open the existing libraries, the second law plants new libraries—containing collections giving information, education and harmless means of recreation. Books being the tools of education, and the law enjoining that every reader should have his book—the second law presupposes the concept, 'Education for every person'.

Historically, education has also evolved as tardily as did the libraries. Starting from the ancient days of freemen and slaves, when only the former, a mere ten per cent of population, had the privilege of any education, through the Middle Ages, the eighteenth and nineteenth centuries, we come to the present century professing the spread of universal education. The second law had to survive

opposition of political and economic instincts of the ruling classes. The imposed disabilities of income, sex, social or political status were ultimately swept away and the gates of knowledge were forced wide open for all, paving the way for the implementation of the second law of 'Books for all.' As a corollary, nation-wide movement for a public library system starting from the village level upwards, has been witnessed in all progressive countries, to be taken up later by the developing ones.

The emphasis on the word 'every' in the second law has its own implications. Varied are the requirements of readers, and as such, there are obligations involved in an undertaking to provide every person his book. Firstly, there are obligations of the state—(a) finance, (b) legislation and (c) Co-ordination. Secondly, there are obligations of the library authority, consisting of two factors—(a) the choice of books and (b) the choice of staff. Thirdly, the obligation of the library staff who should discharge their obligations in an efficient manner, knowing the reader, knowing the books. And lastly, the obligations of the readers themselves. A library reader should not only plead for his own rights and privileges, but also for those of others. The reader should look upon the library rules as an aid rather than a hindrance. Thus the problem of liberalization of education and encouragement of the generic habit of reading has been grasped in perspective, and the necessary circumstances properly delineated, in the obligations enjoined upon the state, the library authority, the library staff and the reader. The four fulfilling their obligations make it possible to provide 'every reader his book'.

Third Law : Every Book Its Reader

The third law literally means that, an appropriate reader should be found for every book. Among the usual ways of satisfying or giving effect to this law, the most prominent is the "open access system." The other devices relate to shelf-arrangement, catalogue entries, reference service, the opening of certain popular departments, publicity methods and extension work. The ultimate object of all such library activities would be to allow free access to every reader to the entire stock of the library, to initiate a direct contact between the reader and the book, and to popularize the use of the library to the maximum limit. As a matter of fact, such mechanical devices as open-access, classified shelf-arrangement and analytical

cataloguing have been found to be very useful for assuring every book its reader. In addition to this, however, the library staff would be required personally to help readers, in the proper use of the catalogue, in understanding the shelf-arrangement and also in finding information from reference tools.

The mechanical devices plus human approach and direct contact with readers would be necessary for the purpose, supplemented by opening of popular magazine and newspaper sections, library publicity including publication of 'Library Bulletin', display methods, etc.

The third law as such, runs the gamut of library operations devised mechanically or through human agencies, fulfilling the objective of ultimate utilization of every reading material, acquired with a purpose. Not a single item is lost in the darkness of the stack, its very existence being illuminated from so many sides, to attract the reader to it—a grand strategy for the librarian who has been in search of a philosophy for his normal practices.

Fourth Law : Save the Time of the Reader

The fourth law makes its approach from the side of the readers, almost completely centres round them. The consequence of this law can be studied by following a reader from the moment he enters the library to the moment he leaves it, critically examining each process, which he has to go through, with an eye to the economy of time that can be effected at each stage. The processes of service generally generate procrastination in libraries intent on thoughtless formalities, which can be easily got rid of, by the initiation of certain bold methods and by a dynamic and sympathetic approach to readers' needs. The reader should breathe the air of maximum freedom when he enters the library, making his visit a pleasure rather than a compulsion.

Consulting the catalogue entries, applying and writing the requisition slip and waiting for the book at the counter involve time, which is wasted by the reader. Maximum effort should be made by the library staff to cut down this waste, especially in a 'closed' system.

Economy in the time consumed by a reader in finding his material can be effected, by the adoption of 'open access' system with proper stackroom guides, by strengthening the catalogue with analytical cross-reference cards, with the adoption of 'two card'

charging system which is economical and expeditious, and by the frequent use of bibliographies, periodical indexes, etc. If the reader gets a clue quickly and easily as to the availability of a certain publication which will suit his purpose, either through the facilities provided by the card catalogue or through references to useful bibliographies and indexes, and if he can get at the material personally, facilitated through 'Open access' and shelf-guides, he brings it to the charging counter forthwith, and with the device of 'two card' charging system, he gets what he wants in a matter of few seconds. The tortuous procedure is an affront to the reader, the element of delay having demoralizing effect on him.

Fifth Law : Library is a Growing Organism

This law tells us about the vital and lasting characteristics of the library as an institution, and enjoins the need for a constant adjustment of our outlook in dealing with it. While the first four laws indicate the spirit that should characterize the management and administration of libraries, the fifth law enunciates a fundamental principle that should govern the planning and organization of libraries.

It is an accepted biological fact that, a growing organism alone will survive. An organism which ceases to grow, will petrify and perish. Library as an institution has all the attributes of a growing organism, as evident from its growth in three directions—the growth in size, involving the books, readers and the staff.

1. The increase of the book stock affects the stack room arrangement. It is imperative, therefore, to plan library with a view to the future, making provision for easy extension of the stack room.

Generally speaking, library architecture and planning become prominent in this respect. Library building, fittings and furniture should have the character of elasticity.

There have been complaints in abundance about library buildings being erected without adequate consideration of the functional aspects of the library, and very often, library accommodation has been fitted in the overall planning of the parent institution, in total disregard of its peculiar requirements in space and proper lay-out. This fact has precluded any consideration of the future growth even in shelf-space. The realistic attitude in planning and organization, which stipulates a provision for future extension commensurate with its growth, seems to be lacking generally.

Modern libraries, even the special libraries, double their book stock, within a span of fifteen years, because of the fact that, books proliferate at an exponential rate which is very rapid.

2. Relevant to the increase in the number of books in a growing library, the physical form of catalogue accepted to embrace the natural growth of the catalogue, is the card form. This is capable of unlimited expansion, and has introduced great convenience, freedom, neatness and up-to-date-ness in the maintenance of this essential library record and tool.

3. Raising the standard of general education is a characteristic feature of modern times, especially in democracies. There are more people to read now, as compared to the preceeding centuries and even of decades. Readers at all level, using different types of library are on the increase, and this increase should be considered in the light of the following factors : size of the reading room, the issue method, and certain safeguards, controlling the entry and exit, and other vigilance arrangements. The need for more reading space, adjustable to such increase, must be recognized. More readers mean more pressure on the circulation counter. The most desirable issue method to meet such explosion at the lending section, as an allied necessity, should be adopted.

In planning, control of the entry and exit is an essential feature, as a safeguard measure. Vigilance arrangements notwithstanding, there would be loss of books, which a control on egress is likely to minimize.

4. The safeguarded 'open' access system, and the modern issue method, eliminate the need for growth in the number of attendants and counter staff. But with the growth of the library, the work increases in book purchase section, cataloguing section, periodical section, binding section and also in the reference section. The fifth law would, therefore, urge the library authority to remember that the efficiency of the library cannot be maintained at the proper level, unless provision is made for the necessary increase in all these five sections, of the library staff.

An adequate appreciation of the element of growth of the library, with its consequent increase in number of books, readers and staff, has been pin-pointed in the fifth law. Library planning and organization assume increasing significance with this aspect of growth as an organism, and they reveal so many facets which need recognition by everyone with an eye to the future.

Ranganathan thus claims, with a good deal of justification, that all action taken with regard to a library, can be referred to one or more of these laws. The laws express clearly the philosophy that, knowledge increases, that people need knowledge, and that, the function of the library is to see that they get it.

Ranganathan's 'Five Laws' have also the support of Foskett, who says, "I am not yet sure whether we can find normative principles that can be distinguished as 'Laws' of Library Science, though Ranganathan has already proposed his 'Five Laws', and if one defines a law as a general statement true in all particular instances, his propositions certainly have a claim to rank as such."

Library Techniques : Their Value of Validity

"It is for the sake of world of ideas and for the freedom of man to move about that world, that library techniques exist and the consideration of library methods from this point of view is a necessary ingredient in the librarian's total consciousness of his aims." (BROADFIELD)

If we approach or look at librarianship in a different way, say, as a means of communication between knowledge as contained in books and other reading materials on the one hand, and the readers on the other, we are able to view objectively, and in proper perspective our work which is termed technical. It gives us an insight, or rather a series of insights, which is denied to the mere technician, who gets on efficiently with the job of classification and cataloguing strictly according to the rules or theories. The latter are of course necessary, but so also is the assessment of practice. We should ascertain which classification schemes provide a shelf-arrangement which is easiest to understand and use ; what impact the different kinds of notations make on the users ; how much of the catalogue entry is useful for the user ; and how much use of the catalogue is made by the users in general. These and other relevant questions may give us a clue as to the assessment and validity of our practice.

The importance of technical processes in preserving the cultural heritage of the society need not be over emphasized. The modern librarian's goal is easily reached by preserving the collection in such a way that it will be accessible for use by the contemporary readers or users, and at the sametime, preserved for public use in the future. The techniques that the professional librarian learns during

his period of instruction, and the methods he adopts in applying those techniques when he is on the job, are nothing but means to an end.

Librarianship in pre-modern stage meant a combined role of the scholar, custodian and bibliophile and had very little to do with library techniques. The collection was a result of demands made on the librarian for books, and neither complexities of demand, nor complexities of subjects worried him in organizational matters. In modern period the trend is reversed. The librarian now imposes his activities upon the readers by developing different kinds of services, in anticipation of expected demands on such services. The motive is humanistic, as library methods are aimed at freeing man to move about the world of ideas ; it never smacks of dogmation or routinism.

Full implication of Broadfield's contention makes it necessary to validate our techniques if we are sufficiently conscious of our aims. The value of the different methods adopted in the library from selection of books to their utilization, is proportionate to the extent they serve our purpose. Methods or techniques are not worthwhile to learn, unless they are helpful in achieving the aims and objects of librarianship—they have applied value only.

We may therefore enumerate definite principles underlying the application of techniques at different levels, so that the methods adopted may respond to value judgement. Such principles may be comprehended as follows :

1. Book Selection implies book rejection—selection of the good and rejection of the bad—it is a positive and constructive process.
2. Purpose of library classification is arrangement of books for easy reference. The scheme that is effective, easy to operate and easy to understand, should be adopted. The prime necessity is the scheme that works.
3. The catalogue should be a finding tool in the real sense of the term. Whether the reader approaches it by the name of the author or title or by subject of a book, he must be able to spot the card quickly and easily. The hidden contents of a book should be brought out likewise, if necessary.

The catalogue should be a pleasure to handle rather than a terror to consult, even for the un-initiated reader. It must have the most satisfactory form of lay-out, guiding and filing.

4. Cataloguing and classification are not separate and distinct techniques. They are two aspects of the same process—the description and arrangement of books and documents.
5. If necessary, the fixity of techniques of classification and cataloguing should be overcome.
6. The charging system must be simple, less labourious and least time consuming.
7. Access to the collection should be 'Open' and not 'Closed'.
8. Mechanical aids apart, there should be library personnel functioning as human agencies to aid the reader.
9. Reference service should be broad-based, and reach the 'maximum' or 'liberal' heights, providing information ranging from 'Fact Finding' to 'Technical Information Work.'
10. Librarian's own judgement and consultation with experts provide the best methods of book selection, which should be a continuous process, for acquiring a well balanced stock.
11. Ordering, acquisition, and processing work should be streamlined, without any bottleneck so that the book reaches the reader smoothly and expeditiously.
12. Centralization of some library functions is justified if it makes possible more easy and rapid change. Centralization enables millions of errors to be scrapped at one stroke.
13. Central control, however, should not be used in the interest of the controller who may conceal his error because prestige is involved.
14. In a system of substantially stocked branch or departmental libraries—those libraries and librarians should enjoy a high degree of autonomy and individual initiative.
15. Rules and Regulations should have positive rather than negative approach. It will be the librarian's task to see that such rules produce the most helpful results, and of changing them if they do not.

We should remember in this context that, the librarian himself is one of the principal means of communication between knowledge and people, who must possess a personality which is able to communicate, built up not only on the study of the traditional methods of communication which include classification and cataloguing, but also on the study of the people he serves, which is not a traditional part of library education. Attitude towards techniques should

be realistic and not idealistic, with an eye more on their relevance than on their inevitability as technical chores.

“Librarianship should be viewed as a means of communication between knowledge and people ; and our techniques, our tools, our buildings, and ourselves should be examined in this light. A new kind of training is needed to develop both the skills and the attitude of mind required for librarianship in the modern world.”
(LINE).

5

OBJECTIVES OF LIBRARIES & LIBRARIAN'S PROFESSIONAL ETHICS

OBJECTIVES

Public Library

In the foundation of Public Library, the social purpose is paramount, viewing it as a social service. It is the purpose of library to make it possible for all men, according to their needs and circumstances, to enjoy whatever benefits full access to books and related forms of record may bring them. It insists on service at a local level, because it rightly believes that it should be a personal service. It also believes that a well-read man will become thereby a better citizen and an asset to the community. It is concerned with all material of value to the individual and community, and it is its duty not only to meet existing demands, but to encourage and facilitate wider demands from more people.

Public library service should be a 'free' service, in that no user should be required to pay any fee, subscription or other charge, in order to avail himself of its services.

As a social institution, functioning in a social context, it has paramount significance, and it is chiefly in this context that it needs to be analysed.

Children's Library

Normally, a child is the concern of its parents. Its education, its general upbringing, its development mental, moral and intellectual, are in their hands. But society also is deeply concerned in the child, as a prospective citizen of the state, and has shown some interest in him, if not an equal interest as it shows for the adult. Children's library has grown out of this idea, with an objective to help the child, in the formative stages of his life, to develop a thirst for knowledge and to expand his horizon.

Children's library has grown as an off-shoot of the public library, functioning as a part of it. In some cases, it has grown independently. It has the same objectives as the public library, conditioned only by consideration of the age of its users and consequent adjustments.

The service includes the provision of books for home-reading for children of all ages ; reference books and periodicals for use within the library ; extension activities to attract and retain readers, and to improve the quality and widen scope of their reading.

In addition to the general encouragement of interest in the children's reading by its own efforts and with its own resources, the children's library sometimes have co-operative schemes with schools to provide the necessary link between the two services.

School Library

“The need for a school library arises from the nature of education itself, with its concern for the development of the whole personality.” Some of the major ends served by the school library may be described as follows.

It aims to enrich teaching by provision of illustrative background material and to provide instruction and practice in the use of books and of a library. The objective is to help the young student to cultivate the habit of using books and library independently, and indirectly to train him to distinguish clearly facts from fantasy, and form judgement for himself.

Modern school curriculum being very extensive and diversified, and in view of the varieties of the fields of interest of school going children, the school library has come to be rather comprehensive in range. It has to provide for the needs of the school at all levels, from the youngest and most backward to the most advanced and promising ones.

College Library

College library is an extended form of School library, aiming at services for the under-graduates, primarily in course of their study. Books pertaining to their syllabus, reference books and books for background knowledge, constitute the main collection. The furtherance of reading habit, through supply of all types of literature, which may stimulate reading for knowledge and education is another objective.

It is at this stage that familiarity with bibliographies and other tools of literature is encouraged. A college student, who knows how to consult catalogues, bibliographies and indexes, and locate the book or books and other reading material useful for his studies, gets well-prepared for stepping into the university

library with confidence. It is upto the methods and practices adopted in the college library which create such confidence.

Teaching at higher level, on all major subjects of knowledge, in humanities, social sciences, sciences and technology, are initiated usually in the undergraduate classes and the stock therefore is representative of all fields of knowledge. The knowledge base which is laid at school level is further strengthened at the colleges and the library fulfils that objective.

University Library

An institution of higher education is rated largely by its library. No university can develop effective work, in the academic sense, without a strong library as its centre. The modern university library is the hub of a wheel whose spokes reach into every department of the institution. Primarily, university libraries or academic libraries as they are often called, exist for the purpose of supporting instructional and research programmes of their parent body. It is imperative therefore to re-appraise constantly, technical procedures and readers' services adopted in the library.

University library directs its activities towards the fulfilment of the functions of the university, which are as follows:

Conservation of knowledge and ideas, teaching, research, publication, extension and service, and interpretation of results of research. The library exists not merely to help the instructional function of the university, it does also a good deal in aid of research, which is another major function of the university. The library therefore performs a variety of functions, by way of helping students with text-books, parallel studies, reference books and periodicals ; by providing a large number of bibliographical tools and upto-date literature on every subject for students, teachers and research workers ; as well as by maintaining an efficient reference and information service. The objective ultimately reaches the noble height of helping produce leaders in the community—leaders in different fields of human activity, and it nurtures the inventor and discoverer—persons who create history.

Specialist Library

The Specialist library is a major source of information in the organization it serves. It meets the information requirements

of the library's clientele in fields pertinent to the purposes and work of the organization.

It acquires, organizes, maintains, utilizes and disseminates informational materials germane to the organization's activities. It acquires materials and information for the organization's current and future needs. The materials must be organized for the most effective use by the library's clientele and staff. The library staff, when aware of the interest of the clientele, can bring pertinent materials and information to the attention of users before they are requested, or in direct response to requests.

The Specialist Library serve all who have appropriate need of its services. The objectives of the library regarding whom it is to serve and the services it is to provide, should be clearly delineated. Specialist library administrator and staff, should be able to successfully carry out the objectives and functions of the library.

The collection consists mainly of non-book materials, although books on the subject concerned, in all its latest editions, form the core of the stock. The emphasis is on collection, organization and retrieval of information for its users, who are mainly researchers or specialists in the subject field.

National Library

The objectives of the National Library were clearly and specifically stated in the recommendations made at the Symposia on "National Libraries in Europe", held at Vienna, in 1958, organized by UNESCO :

1. It is the responsibility of the national library to acquire and conserve the whole of the national production of printed material.
2. It is recommended that national plan for the acquisition of foreign materials should be established in countries where no such plan exists.
3. The national library is responsible for the bibliographical service of its own country.
4. It is also the national library's responsibility to undertake the production of current national bibliographies and also of retrospective national bibliographies where needed.
5. It is the responsibility of the national library to assemble material for a central register of manuscript collections and to keep it up-to-date.

On the experience of the British Museum (London), Lenin Library (Moscow), Bibliotheque Nationale (Paris) and Library of Congress (Washington), the four largest national libraries in the world, a national library's function can be summarized under following heads :

1. It is a repository of outstanding and central collection of national literature.
2. Receives through copyright or legal deposit, all published material in the country.
3. Has comprehensive coverage of foreign literature.
4. Publishes the National Bibliography.
5. Serves as a national bibliographical information centre.
6. Publishes catalogues of its holdings in printed books, manuscripts and other materials.
7. Functions as the centre for the national inter-library lending system.
8. Is the obvious place for the establishment of a union catalogue of the manuscripts held in other libraries and archive repositories.
9. Acts as a centre of research of library techniques.
10. Is also the national supplier of books for the blind.

There may be many other subsidiary functions, but the importance of national library in inspiring librarians elsewhere with a sense of dedication of purpose must be emphasized. Its services should be given free and it should act as the hub of nation's research and reference centre.

LIBRARIAN'S CREED AND PROFESSIONAL ETHICS

It is not the purpose here to offer a prescription for the cure of any library ills, or to lay down a strict code of ethics for librarians to observe blindly, neither is it desired to show out of context certain principles as the sheet-anchor for librarianship. Librarianship as a vocation has evolved through the ages, allowing values to accrue to the principles observed, in the long sojourn of human civilization. They might have undergone certain metamorphosis, but whatever changes have occurred have historical sanction, inspired by the compulsion of transformation in the changing social context. Whatever inspiration the Assyrian king Asurbanipal might have had, to collect the clay tables as graphic records of the civilization of the time, to classify and arrange them, and to throw the collection for enlightenment of others, it might be presumed to be not too different from the inspiration which the modern

'professional' librarian displays in his principles of acquisition, organization, utilization, and ultimate dissemination of knowledge. There may have been changes in the form and number of graphic records, quantitative and qualitative changes in the composition and character of clientele, changes in the methods of organization and administration, changes in the concepts of the profession, and changes in many other fields, but the basic pursuit for truth in the written word and faith in the development of individual, remains as ever.

Values grow out of sustained efforts only in right direction, and moral principles buttress up and validate such efforts. The missionary zeal of the pioneers have only been replaced by the composite professional zeal of the modern librarians. The code of ethics is therefore expected to stimulate clear ideas about what we have got to do, and facilitate our capacity to project to others our sense of high purpose.

The code enumerated below, should not, however, be construed as super-guidelines for practice by every librarian, at the cost of individual initiative and native interest, but be regarded as a collection of moral sanctions which have stood the test of time, which have been found to be tolerably good and convincing, and which may be expected to enable us to fulfil the objectives the libraries have in view.

Moral principles may appear to be euphemistic in an anarchical set up, but librarianship being based on the precondition of order, should not be allergic to them. If a philosophy can illuminate our practices and functions, a code of ethics can be expected to help us keeping a steadfast view of the objectives. A valuable vocation growing out of an emergent discipline needs both the philosophy and the ethics, as moral principles are basic to philosophy in general.

The Creed and the Code of Ethics

1. The essence of the professional librarian is perhaps his clear and urgent conception of the ideal librarian, his lively consciousness of the service owed to its reader, and his sense of standards in the day to day practice of his calling.

2. Libraries have demonstrated over a long period their ability to enrich community life. The librarian therefore should retain the belief in the value of the job he is doing, which he ac-

quired during his training. He must believe that libraries are good for people and that, he is good for libraries. He must not expect gratitude.

3. So far as the professional ethics and duties of the librarian are concerned, it should be taken into account that librarian's position is more beset by political, technological and social problems than ever before. The need for a professional code, however, remains constant. The librarian remains the keeper of books, delighting in knowledge for knowledge's sake, dedicated to the furtherance of learning.

4. Living thought, nurtured in seclusion, is the motive force of civilized life. Before ideas and artistic creations become part of our civilization, they must be submitted to the public, whose progress is envitable if men in general are given opportunity of education.

In our cultural work all branches of learning play their part. Librarians must be trained to know the essence of culture and do their work of promoting culture. (BROADFIELD)

5. The librarian is trained to view all creeds, all dogmas, all theories of politics or ethics with professional neutrality. He lets every thinker, whether his thoughts be wise or foolish, state his own case freely and without favour ; he knows that with unhampered debate and open discussion over the years, the sound argument will triumph, and the lost cause will disappear into history. His library is built on this rock. (FOSKETT)

6. Library science should aim at impartiality toward ideas just the opposite of being dogmatic. All heterodoxy should be well-represented on the library shelves. This presupposes that the librarian enjoys perfect freedom and autonomy of individual judgement. McColvin has described the library as, "the impartial instrument of a purposive society."

7. He is also to uphold the sanctity of the idea of freedom, which governs the librarian's whole vocation—the six freedoms of our creed—the freedom of study, freedom of thought, freedom of speech, freedom of the press, freedom of the circulation of knowledge and the freedom of instruction.

8. The Library is viewed in part as a museum, as a treasure house, but the librarian must spread a new conception that, the library is a gigantic reference book, containing fantasy as well as fact, whose order, created by the unique professional skill of

the librarian, makes it more valuable and accessible to all.

9. To be successful and comfortable in his work to-day, the librarian must have the conviction that, libraries are indispensable to society. If the librarian is defensive in his attitude, if he is apologetic about his profession, he has disqualified himself as an effective librarian, and he is unlikely to be either happy or successful in his work.

10. Librarian must be effective in voicing his convictions. He must not keep his right ideas free floating. He must nail them down. To be effective in modern society, librarians must be able to verbalize their convictions on such matters as censorship, library co-operation, state aid to education, technology and libraries and other major issues as effectively, as they are able to show a reader how to find material on a topic, or where to locate a journal not available in the library's collection. He should be articulate on the major issues confronting him, which will give our libraries the additional thrust and the vitality needed to reach at the goals of our present standards.

11. A problem that confronts the librarians and all others concerned with education and culture, is the problem of the empty mind. Librarianship can wage a war against this poverty of the mind, although it may be the hardest to win, as compared to the war against material poverty. (GARDNER)

12. Modern welfare state aims primarily at the material welfare of the common man. Social legislation in respect of education and library development is also a growing concern in countries of the world, which aims at his moral and intellectual welfare. Libraries and librarians have a significant role to play in this context.

13. True librarianship is an amalgam of scholarly background, technical proficiency and broad humanism. Only dedication and love for the job compensates for deficiency in any one of them.

14. A sense of personal involvement is inevitable to the conscientious librarian, which urges him on, to improve provision and increase service in his library, despite the budgetary restrictions and other strains. He is often a martyr to the cause of freedom of his creed, mostly un-noticed and un-sung.

15. The true librarian takes a pride in his books, an equal pride in what has accumulated in the past, and what is coming now. He is a missionary. He wants to communicate to others the enormous pleasure he has had from personal discovery (GARDNER).

“He must be a reader of books, and a servant of readers, the rest is housekeeping” (POWELL).

16. “The librarian’s function as book selector is to serve as a counterbalance to the mediocrity, ephemerality and slickness which characterize much of our mass culture to-day. The ordered knowledge of the library, as contrasted with the confused, commercial, formless general information of other media of mass culture, is a source of power and a condition of high utility”. (Lyle).

17. The librarian must have an ideal and durable conception of the public. There may be group-interest pressures imposed on the library, and apparent conflicts of interest between segments of society. But the librarian should be able to resolve such conflicts in terms of the interests of the whole society. Consequently, “his goal is to contribute towards the unification of society by re-directing and re-interpreting group interests in terms of the ultimate interest of a society. In short his function is to educate.” (NITECKI).

18. Librarian has a high obligation to the society, to *educate* the reader and the public. He shows fairness and wisdom in book acquisition. He may not have the right to censor, to tell people what they should not read, but he has the right of his office, the right to decide what shall be in his library and what shall not.

19. Reading is a very convenient and pleasant occupation ; is also a means of increasing one’s interest in life, of widening one’s horizon, of increasing one’s understanding. Answering to the conflicting ideas of stressing only the entertainment value of books or emphasizing their educational value is the responsibility of the librarian, who does not merely interpret the general will of the readers, but also guides them into paths of wisdom.

The librarian should be brave, wise and temperate in exercising this responsibility. Thus he gains the confidence of readers—and such public confidence is surely one of the marks of true librarianship.

20. A good librarian must himself be an avid reader, and eager to help others find their way in his collections. Techniques can be learned quickly by those keen to learn, and the important factor is enthusiasm for the job. Librarians must be book-men, quite distinct from administrators in general.

21. Education starts with childhood, library service should be concurrently extended to the child. He needs a wealth of sympathy and understanding as a reader, and careful handling as an indi-

vidual. If you neglect the child in the library, you are thereby frustrating a person who is coming up.

22. For those denied education in time, but eager to learn in adult life, mere teaching them to read and write will be valueless, unless provision is made for their library facilities, which gives them opportunity to exercise their newly earned experience. Otherwise, they may relapse into illiteracy.

23. Freedom of thought contributes to the free condition of human being : philosophy of librarianship embodies this principle, and the library is one of the first essentials in maintaining it. It is the individual whom the library serves, allowing him to pursue what he believes to be his self-interest. (BROADFIELD)

24. Regarding attitude to readers, the librarian should treat the reader as a single person. The notion of equality in respect of the readers' needs and demands may create imbalance in library service. Their needs differ in quality and quantity according to their abilities, purposes and other factors. (BROADFIELD)

25. The librarian and the readers form a community of seekers of truth. Scholarly devotion of the librarian to knowledge, and his duty to readers are not only compatible, they also enhance the objectives of such community, by encouraging free exchange of ideas. The best relation between reader and librarian exists, when both are pursuing the same thing, and are therefore sharing the books.

26. Library service does not merely aim at satisfying the requirements of the readers—it aims also to create readers. The object being to assist the reader to strengthen his conscience by liberal provisions of all necessary material of intellectual and literary nature. The reader should be helped to form his judgement by giving him access through catalogues, bibliographies, and shelves, to unsuspected inter-relations of knowledge.

27. Demand creates supply, and this holds good so far as books and readers are concerned. But it is also true that books cannot be demanded by readers if they have no idea of the existence of such books. The librarian should first inform himself of what has been printed, and then pass the knowledge on. In this way supply may also create demands.

28. Librarian has a duty towards those who are undergoing formal education. Library stock therefore should reflect their immediate needs in text-books, parallel studies and reference books.

But enough scope should simultaneously be provided, for the student to exercise his liberty of choice of books, if he wants to turn aside from the enforced and recommended book lists. The future of mankind depends much upon such discerning student.

When such students are released from their education, libraries should introduce them to the techniques of research, where such instruction is desired. (BROADFIELD)

29. It is also the library's function to serve as a store of information from which each reader can draw as he requires. A store needs a key ; the librarian and his professional technology provide it.

30. Trappings of professionalism are likely to lay undue stress on the superstructure of modern librarianship, the inherent danger being that, they may also be regarded as more important than the ends to be served in librarianship. There should not be any confusion in this regard, or means confounded with ends.

31. During reference service, the librarian ought virtually to vanish as an individual person, transforming himself as the reader's *alter ego*, immersed in his politics, his religion, his morals. It means that, a good librarian must be able, as a professional, to undergo rapid, chameleon-like changes, as one enquirer follows another. If he has no politics, no religion and no morals, he can have all politics, all religions and all morals. (FOSKETT)

He does not have to be converted, as a person, to the views of each reader in turn, neither does he accept his readers' views. He is able to maintain his objectivity which gives him strength and power that is a characteristic feature of a good librarian.

To achieve such an intensity of involvement without being personally committed, obviously requires a liberal allowance of the qualities of sympathy, understanding and tact. (Foskett).

Broadfield, Foskett and others have provided the professional librarian with a creed and a code of ethics, and it should be remembered in this context that the principles of library service, ethics of librarianship and librarian's creed are all indistinguishable features in the moral, intellectual and professional makeup of the librarian. They are synonymous and synchronistic symptoms of correct professional attitude in perspective. Their value rests in their intelligent understanding and imperceptible observance in the light of experience, individual and collective.

The hard contours of the usual chores of librarianship may soften up and melt away in course of introspective evaluation

to endow the vocation with a new sense of values, and that in a sense will project our objectives in proper perspective, What we have learnt from the way of thinking of eminent librarians of this century leads us to believe that librarianship has a distinct ethos, which deserves to be preserved. But who can preserve it except the librarians themselves who need a new orientation, a philosophy consistent with the development of the emergent social phenomenon—the library.

6

LIBRARY AND SOCIETY

Library as a Social Institution

A study of the human society and culture or man's continued existence culturally throughout the ages, has revealed that libraries existed in all ages as a part of the social fabric. As a social institution library has not been an isolated instance of social development, but as a part of an over-all development, representing a specific stage and a specific function in it. The nature of establishment and control and delineation of purpose of libraries might have been vague and ambiguous at the early stages, but since the late nineteenth century, the word 'Social', derived from the Latin 'Socius', acquired a dominant position in human thought patterns. The motive for such emphasis can be traced in the shift that has been taking place in the changing conditions of life and thought, from individualism towards collectivism. The transition from autocratic to welfare state ushered in certain developing ideas of social obligations, of which library and education have been pre-eminent in the cultural context. Society now expects man to be self-governing, truth-loving, informed, generous, tolerant, reverent, a champion of freedom, a citizen of the world, imaginative, aware of beauty, and desirous of leaving the world better for his stay in it. When we consider of such high expectations of the society in respect of man as individual, we realize the full potential of the library as an institution in society which only can deliver the goods. That libraries offer a "principal road to achievement" becomes an axiomatic truth, and libraries take firm roots in the social concepts.

If we view the functions of the library realistically, we find the librarian in possession of a super sensitive receptive mind, having an almost intuitive feeling of the finer shadings of the mental needs of the society. He remains ever watchful to catch the faintest murmur and the slightest gesture in respect of the intellectual and mental needs of the society in which he lives, for which he keeps open his ears and eyes, for the society. It is therefore *sine qua non* for him to master the art of knowing and understanding the people. To assist them to develop is his main concern ; and how can he do that without knowing them,—their needs, their habits, and their

potentialities ? He is thus inextricably mixed up with the immediate society, conscious of his peculiarly valuable profession in relation to his potential power as an upholder and extender of 'culture'. In his efforts to achieve the result, he is careful to strike a balance between the ethics and practice between what he regards as desirable and estimable and what he in fact does. His capacity to turn the same sort of enquiring mind and enthusiasm towards his clientele, a cross-section of the culture-patterns of the society, is firmly rooted in his unshakable belief that, a better future is almost synonymous with bigger and better libraries. The library is not only this or only that, but it is itself a living institution, made by the people and for the service of the people.

But to uphold such an idealistic attitude in the face of realities does not always seem to be an easy task. It sometimes unfortunately happens that, the word 'Library' is made to imply certain staidness, dullness even, which does not appeal to the imagination. Conjecture the picture of a library with thousands of volumes gradually wasting away in the dark, dusty corner, or of another, which is possessed of collection fervour almost frightening, being guarded by fanatic zealots, who actually scare away readers. It will require you to have tons of imagination to believe that such libraries were even meant for use. There have been libraries like that in the past, and many still have some of these features. They are anachronistic in modern age and anti-social in the kaleidoscopic view of the social panorama. Fortunately, however, the library is in the process of coming alive, and this process will largely determine its social function in the future.

Extending our view a little further, if we put the library in the global society, affecting the entire people of the world, a number of observations can be made about its future role and functions. An analysis of the data for illiteracy, number of publications, number of libraries, availability of reading materials and of their types, as well as of the nature of control, censorship, etc., would easily reveal a picture which can give us an idea of the progress made by the library as a social institution, and how far global society has yet to travel in this regard.

Social Functions of the Library and its Social Responsibility

The expression 'Social function' carries with it the idea of a perceptible role in relation to society or social group, on which it

has a bearing. When applied to library, i.e. when we are to deal with the social functions of the library, it is necessary first of all, clearly to identify the problems and aspects involved. In the ultimate analysis of any social phenomenon, we are invariably concerned with the three aspects of the producer, the distributor and the consumer. An approach to an analysis of the social function of the library has therefore to reckon with the problems involved with the producer, i.e. the authors and publishers ; the distributor, i.e. the library ; and the consumer, i.e. the readers ; and these should be considered in terms of man's need-structure.

To avoid roaving into vague generalities, we must rely much on our commonsense, which should be our guiding principle, in our efforts for such an analysis. If we start on the premises that, the best library is the one that gets most books to most people in the shortest time, we would be able to apply this principle in a general way, with necessary reservations and changes, to investigate what libraries do and what they do not, in order to bring about this desired state of affairs.

Without being accused of exaggeration, we may presume with certain amount of certainty, that the library has two pre-eminent active functions for society, which are *to entertain* and *to educate*. These functions have originated and grown considerably, in response to society's needs, library constituting an integral part of it. The predominant ideals of the modern society are based principally on democratic conventions underlined in the ideas of freedom of thought, freedom of circulation of knowledge and freedom of instruction. It is the library whose function is to uphold the sanctity of such ideas. Putting the library in proper perspective of its social involvement, we find that libraries provide entertainment through books and other reading materials. There are various other media also, to entertain the public, but library's entertainment potential is perhaps more pervasive, orderly and effective. Gardner has made some significant remarks in this connection, as follows : "The most surprising thing is that, inspite of T.V. providing entertainment night and day, at a small cost, the use of books from public libraries has continued to rise. Thus Dr. Johnson's contention that, people don't willingly read, if they can have anything else to amuse them, has already been proved wrong." Recreational reading is mainly reading for pleasure which gives the reader the entertainment he

seeks and the public library is mainly responsible for catering to such needs in the society. Not that the provision of serious reading is outside the scope of the public library, but the emphasis should not be lost sight of. At the same time, reading for pleasure or entertainment depends largely on individual reader's taste, and is not confined to the popular types of literature only. It will be presumptuous to believe that an administrator, business man, scientist, or physician will always be an avid reader of fiction for his relaxed mood. An element of absolute freedom and unpredictable taste would always be there, so far as entertainment through reading is concerned. What is pleasure for one may prove to be an ordeal for another. The public library therefore, which is a social institution functioning in a social context, catering to the needs of individuals and groups, has to take into consideration all these factors, to be really effective. It is chiefly in this context that it needs to be analysed.

The modern age is distinguishable from the previous ages in our civilization, in the tremendous and continuing development of education, and we have to consider in this connection, the position of the library *vis-a-vis* other social institutions, especially the educational ones. In the words of Landheer, "The whole relation of library to education is one of appalling medievalism in so far as any effort at real understanding or solution of the problems involved is concerned." If growth of education has been tardy, growth of library has been more sluggish. Like schools, colleges and universities, libraries are also maintained as educational institutions, but have the latter been acknowledged as essential to our educational system? Have libraries been integrated in the over-all structure of our plans for the intellectual development of the common man? There seems to be a wide gulf yet to be bridged and obviously there are some snags in the thinking and outlook. It is one thing to say that libraries are educational institutions, which is quite different from saying, however, that libraries are also essential to our system of education. This lack of emphasis, this half-hearted recognition, naturally raises the basic questions concerning library's place and function in the society. One graceful feature, however, is discernible in the tacit acceptance of the library's role in enriching community life, by providing access to knowledge recorded in books and other graphic materials. Library's natural interest

in education has been amply demonstrated in its careful and systematic provision of books for readers at all levels. Why then the library be not considered as having equal status with an educational institution ? Is not one necessary to the other ? Will teaching people to read ensure alone an enduring quest for knowledge ? It is very natural for an ordinary human being to snap his ties with his school or college or even the university which he leaves behind ; on the otherhand, had he been habituated to the active use of libraries at every stage of his life—libraries which can feed him intellectually throughout his life, and not merely at a particular period—he would definitely have a more enduring feeling for the library as an institution. It is this role of the library that needs emphasis to bring it in the perspective of its usefulness in society. The society has as much need of the library which is a vital, creative and active force for the advancement of education. Its aim to interpret cultural values of society, must also be reckoned with. Library development got a shot in the arm when it was recognized although not universally—that, merely teaching people to read would not lead to their over-all mental and intellectual development, unless facilities are made available to them simultaneously, to exercise their new experience through un-interrupted reading of books. The literate, neo-literate, educated and highly educated, or as a matter of fact, everybody who can read, needs a steady supply of reading material to suit his purpose. Library is the only institution which has the ability to do it. Society has an obligation to every individual not only to ensure his education in the school, but also to see that he gets the books he needs. This is equally true for him when he goes up for higher education, and perhaps more true when he is neither in the school, nor in the college, nor the university. Is not the library eminently suited to perform this function in furtherance of education—to keep a continuity in the cultural pursuit of man ? To educate the reader is an active function of the library, for the society in which it exists.

We have seen that the active functions of the library for the society to entertain and to educate the community also imposes on it certain social responsibilities. The latter, however, will depend largely upon the type of the library. Our civilization has created, developed and supported many democratic institutions among which library holds a pre-eminent place. It is the principal agency

of democracy which is capable to ensure that an enlightened citizenry is gradually built up. The citizen, whether he belongs to the economic, social, civil, military, cultural, vocational, recreational or leisure groups, whether he is in urban or rural area, finds to his satisfaction that the book he wants has reached him, *via* the library which he uses, whether it is a public, school, college, university or special library. The book penetrates the society at all cognizable places, only through the agency of the library. As the dam stores millions of gallons of water to be distributed through the canals to make the land fertile, the library stores millions of books to be distributed through its units to the people, for their recreation, enlightenment and knowledge. The library, through its individual units, tries to promote an intelligent understanding of all economic, political and other social problems by its clientele, to bring the common citizen upto society's expectations.

The public library is very important in this context. In the developed countries, where an extensive library system operates, it is least formalistic in its attitude to readers, which indirectly encourages the citizens to make use of it with pleasure. The system, with its network of branches and book mobiles, establishes an active reader contact, building up a potential for functional relationship between demand and supply. Had reading been a duty or an activity based on secondary motives, as it is generally implied in the use of academic, special or national libraries, the popularity of the public library would have suffered considerably. But reading as we know, is a generic habit, and is capable of unlimited extension, which only the public library can achieve. The clientele of the public library, which is a cross-section of the community, expresses its corporate requirements not only in terms of reading for entertainment or relaxation, but also for information and knowledge, both of which can be a pleasure.

The public library is of great importance in development programmes. A time comes in the life of every community when the need for public library is felt. With the increase in general literacy, a high general standard of education and a high standard of living, the need becomes more pressing. The most essential conditions for the development of public libraries would include in addition to a high percentage of literacy and an improving general educational standard, a popular urge for social and economic

improvement of the community. It also pre-supposes the existence of a body of suitable literature in language, content and form which the general public can use and appreciate. But as a democratic institution it can grow and sustain only with adequate governmental provisions. To ensure sufficient economic stability, the state must finance a library service and enable it to develop. Mere pioneering zeal of a few persons is insufficient for the purpose, although history has records of individual munificence towards library development, the Government taking a cue from them at a later stage. What is required is an upward social movement of the indigenous population, led by socially conscious people, and supported by the authorities. It must be remembered, however, that high social tensions economic, political or religious, are impediments to the functioning of any democratic institution. It is the society's responsibility to keep itself 'open' and not caste-ridden, divided in 'closed' groups with conflicting interests. Of all democratic institutions in society, only the library keeps itself above all morals, politics or religion—the librarian strictly maintaining his professional neutrality. Nevertheless, it is also wise to be cognizant of the fact that, library is concerned sometimes with specific group interests, as they emerge in actual conflicting situations. But the library has also an integrative role as a cultural unit, constituting an organic part of the society, whereby conflicts between segments of society, as reflected in group interests, can be resolved in terms of the interests of the whole society. Consequently, it is the goal of the library, and especially of the public library, "to contribute towards the unification of society by re-directing and re-interpreting group interests in terms of the ultimate interests of a society." (NITECKI). It assists in resolving the conflict and not in suppressing the public interest as engendered by the pressures from the groups.

If we see the public library in relation to other libraries and analyse their objectives, we find that the academic libraries scarcely present any social problems ; the national library, which is often the "prestige" library in the society, is aimed at the public in general, in whatever specific functions it has to perform ; but the governmental libraries, especially in the developing and under-developed countries, where special libraries have not developed to the desired extent—higher education and general literacy being still low, a governmental library must be geared to the more specia-

lized demands of its users. It is a social necessity highlighted by certain peculiar circumstances.

Libraries, whatever their types—public, academic, special, governmental or national, function in the social context, to serve the social purpose of entertaining, educating and informing the people. Collectively, they contribute to the enlightenment of the citizens, serving individuals and groups, cultural, educational or professional interests, thus enriching community life. This is the over-all picture of the social responsibilities of the library functioning as an integral part of the society itself.

7

EDUCATION: LIBRARY, AND READING HABIT

EDUCATION AND LIBRARY ARE SISTER SERVICES

IT IS a fact of history that whenever there have been a few erudite persons in a community, even a favoured few who only had access to knowledge, there have been some attempt to collect and organize graphic records, that is to have some sort of a library. Libraries have accompanied education, restricted or liberalized, throughout human history. In the advanced countries of the West, we witness tremendous proliferation of libraries as a sister service to universal education. In the majority of these countries literacy has reached the peak—if not 100 per cent, a near figure. Only in some of the Latin-American countries and Afro-Asian countries, which are just emerging out of colonialism, the percentage of literacy is much below the standard reached by the more advanced countries. In the ultimate sociological analysis it has been established that libraries grow in direct proportion to education in a community. In the developing or under-developed countries lack of library service corresponds to lack of educational facilities, which is an evidence of the lack of social awareness on the part of the people concerned. But education has caught on in all such countries to-day, and the need is increasingly being felt to establish an adequate library system, commensurate with the development of education and research. Material improvement is being designed side by side with such non-material improvement as the establishment of schools, colleges, universities, research institutions, libraries, museums, art galleries and other cultural bodies. The close relationship, however, remains between education and library as the two most important social institutions, functioning as sister services, neither being subservient to the other. If the society has an obligation to feed, clothe and house the people comfortably, it has a similar moral duty to educate them and to feed them intellectually through educational institutions and libraries, respectively. This twin obligation is the *raison d'être* of a modern society, which flourishes when it nourishes the belly, brawn and brain of its entire populace.

Countries which are awakening to this new sense of urgency, when projected in global aspect, appear to be out of step in the social *milieu*. Progress in civilization has never been uniform throughout the world. Some countries have developed considerably either out of their own resources and efforts or at the cost of others. Some have lagged behind. But the latter are by no means to be expected to stay behind the favoured ones, once the social awareness is roused and an upward social movement is on, and the rapid social changes are initiated in the body of the community. Education and library are the two most important products of this social metamorphosis.

Reader : Reading : & Library's Role

At what stage of our civilization, individuals made their appearance as 'reader' is difficult to guess. For a long time, the 'reader' remained a listener as the recorded materials were very few and therefore considered as precious and accessible to only a fraction of the people, mostly, of the ruling groups, who utilized such materials for their own purpose. To the people eager to know and learn, knowledge was communicated orally. In the early stages of writing therefore, the question of the 'reader' seldom arose. Reading was restricted among the very few, mostly monks, priests and princes, and was a monopoly of the favoured class. The thirst for knowledge being inherent in human being, reading materials gradually began to be circulated to the wider segments of people, and ultimately with the invention of printing, it led to the creation of a large body of readers. Spread of general education and research, and explosion of democratic ideas of the state's responsibility towards the common citizen, were responsible for the establishment of schools, libraries, etc. which became cultural assets of the society. Reading became an universal occupation. Reading for education, reading for information, reading for seeking status, reading for emotional release, reading for spiritual satisfaction, and reading for the pleasure of it, has caught on the people of all countries and of all ages. As a matter of fact, reading has become one of the major factors in our life. Consequently, the role of the library becomes an extremely important one, because it is the only recognized social institution which fosters the reading of books. Landheer has put in a word of caution in this respect, of which we have already taken note,

but which needs re-assertion : "We like books, but we do not want to be drowned in them, nor do we want them to become a compulsion or an obsession that forces us into mechanical reading, which is but more a system of rapid registration by a human brain which derives neither emotional, nor intellectual satisfaction from this process." Does this not imply indirectly that the library is in an eminently suitable position to make reading a pleasure, through its various activities, which are mainly aimed at encouraging reading at all levels and for different purposes ? It is for the library to develop the concept that, reading is of far greater significance for the creation of intellectual, moral, aesthetic and political values, and in the context of reading, a book represents a social relationship between writer and reader, i.e. the producer and the consumer, the library as a social institution having the clearest view of the relation between books and readers. On the basis of this unique position the library can hope to analyse the present in order to plan for the future.

Planning for the future, requires the fundamentals to be worked out, not with a view to achieve 'prestige' by having larger libraries, but to make library as broad-based or as general as possible and having as few restrictions as possible, envisaging a library system starting from the level where readers need our maximum help. In the urban areas reading habit is more extensive, but that does not prove that only the people in such areas are more inclined to read. On the otherhand, it proves that liberal library facilities are available more in the urban than in the rural areas. Explosion of population and of reading materials pose reader-book problems, which should be tackled not piece-meal, but with a comprehension of the reader in totality, that is, the entire community in which library is to function. In an integrated library system, the public library constitutes the base. With its network of branches, distribution points, book-mobiles, etc. and with its new responsibility towards children, neo-literate adults, and other less-favoured individuals as readers, the public library penetrates into the country's remotest corner and reaches every reader. Put in the perspective as an essential social service aimed at readers in general, it is perhaps the public library which alone can establish easily, a right kind of rapport with each other. Where the reading public is mature, there is not much of any problem, and only for the special categories of readers

do we need any selective attitude, and at the sametime, it is necessary to maintain all through, an active reader-contact. What it means in terms of control and finance should be the headache of the administrators, but the fact remains that modern welfare state has an undeniable obligation of feeding its citizens intellectually, through public libraries. Finland, which is a very small state with limited resources, possesses one of the best public library systems in the world, only because it is socially much advanced. There is no dearth of consciousness in such countries on the part of the authors and publishers, i.e. the producers, to produce a body of literature which can be appreciated by the people. Assured of an extensive library system, i.e. the distributor, the books reach the readers, i.e. the Consumers, as expeditiously as possible. Thus the perceptive role of the social phenomena, termed as 'social function' of the library, which concerns the reader in its pervasive interpretation, yields to satisfactory analysis, and results in the ultimate acceptance by the community.

Although public library assumes significant importance in the development programmes or planning of a community because of its largest reader-base, no one can deny the value of the other types of library, in society, viz. academic, special, governmental, or national with their specific functions performed in respect of their own groups of readers. The latter also function in the social context, for the moral, intellectual and material improvement of the community. By and large, their position is complementary in the library system and they cater for the satisfaction of the needs of their clientele—a body of readers constituting a sizable segment of the population. What is to be borne in mind while planning for a library system, is that, the library as a social institution has to be kept in view, the objectives clearly formulated with regard to different types of library, and instead of looking for largeness of stock of particular type or types libraries, widespread establishment of library should be aimed at, for equitable dissemination of knowledge and information and provision of entertainment and education in the community. Public libraries should be developed side by side with those serving special purposes of teaching and research. It is not worthwhile to build up prestigious collections of a national library in a developing country, at the cost of other types of library, especially, public library. Only rich nations, economically far advanced and already

equipped with a well-developed library system, can afford to vie with each other for the top position *vis-a-vis* their national libraries. It may remain at the top, and it always will, but the base and super-structure need more attention as national planning for libraries seem to be in the beginning in the developing countries.

Readers and the Reading Habit

It should be an article of faith with us that, reading is a generic habit and that it can be sufficiently extended and nurtured both through the educational institution and the library. The connection between education and reading habit need proper realization, in view of the fact that the habit can be nurtured in schools and adult classes. Simply by teaching reading and by having libraries the habit cannot be created. Much of the reading may be individualistic and perfunctory, much again may be peremptory, undertaken primarily as a goal in itself. We find again that people seek spiritual or emotional stimulus through reading. From whatever angle reading is considered, it must be admitted that, if it can be shown to the people that a vast amount of pleasure and profit can be derived from exercising their ability to read, by making books accessible to the average person without too much of an effort, then reading gets a spurt. There again the library comes into the picture. Reading therefore is an activity, a major pre-occupation which is increasing and can be increased further, by making it a pleasure. If the books are not there and the libraries are restrictive and least inviting, how can there be an enlargement of the circle of readers and how can the reading habit be stimulated ?

As rightly pointed out by Landheer, "reading receives a positive value judgement in all major contemporary civilizations", and that, we are prone to connect a value-judgement to the number of readers that a library has. The larger the number of readers using a library, the higher is its prestige or ranking. It is, however, quite obvious that, "as libraries and knowledge spread, the access to libraries follows what the sociologists call 'the principle of widening circles.' This principle implies that, we can reasonably expect a continued increase in accessibility and number of readers." (Landheer). As the ultimate limit in this phenomenon is the average person's desire to read, a new issue emerges as a corollary, whether this desire of the average people to read should be stimulated by the library or not. In the social context library's role is never passive,

but active, contending that the stimulation of reader's interest is a legitimate part of library's function. It is not enough for the library to be there when needed, library is also an initiator of social pressures, developing new interests in the reader. Nitecki's words which are applicable in this context, may be repeated again ; "although the library is primarily an institution designed to serve the reader, its contemporary position in society suggests an active initiation of ideas rather than a passive providing of books." For stimulation, encouragement of reading of all types is necessary, and it should be left to the reader gradually to work out the pattern that will suit most his individual need-structure. The reader may need guidance which should not be denied him ; but such guidance may be limited to the extent of the difficulty that he faces and not beyond that, so that enough initiative is left to him to mould his own pattern of reading.

Reading, like most other human activities, has been influenced to a considerable extent by the social change. The more dynamic a society, more accelerated is the rate of social change which brings in its wake an upsurge for reading, an increasing demand for knowledge and information. Society is the determining factor in such cases. If the individual is a member of a highly developed society, he makes conscious efforts to maintain his status in society by cultivating a habit of reading which corresponds to his need structure. He reads because he has to. He reads because he must possess an idea of what is going on around him in this wide world. He reads because he needs information. Whether the motive is primary or secondary it does not matter much. His limitation as an automaton in the purposive society may limit his realm of choice, making him read according to the pattern accepted by the society in which he lives, which becomes ultimately a matter of motivation, emerging mostly in complex societies. As an individual he has to undergo a course of education to attain a status or to improve it, and to read with that end in view. His failure to achieve that end creates social problems and brands him as a drag on society. That much accepted, the reader as an individual should get sufficient freedom to delve deep in the realm of books, a freedom of choice as to the reading material which allows him compensation, recreation and pleasure of mind. Rapid social change is also accompanied by social tensions, which are more pronounced in the urban than in the rural society. Rural

life has an element of placidity—a comparative absence of social tension, which accounts perhaps, for the lower rate of reading, especially of compensatory or recreational pattern. Emotional tensions are worked up mostly in the urban and sophisticated society, where life is much faster and less calm and where the impact of social change is much greater. Such society engenders a need for compensatory or recreational reading. It has been said that the Americans read more magazines, newspapers and paper-backs than any other people in the world. A highly developed society, sophisticated and fast moving, scarcely allows an individual enough time and inclination to read something of enduring nature. He reads in his car while going to office, he reads in the train moving from one place to another, he reads in the plane carrying him thousands of miles in a matter of minutes. It is no wonder therefore that what he uses for his transient consumption is only of light reading, which he leaves behind as soon as done with, as discarded and used matter. This does not, however, detract anything from the value of reading as such, if it has given him pleasure, entertainment or recreation, even if not knowledge and information. Extensive reading habit is likely to manifest itself in diverse ways as may be brought out by a sociological analysis. It is desirable always to stimulate reading, reading of all kinds and in all forms. An individual in modern society, a society which has been changing fast owing to the vast improvement in the fields of science and technology, a society which is growing complex every day, which is challenging established values on the light of the day and imposing new values to our ways of life, cannot do without reading, although he may read more or less, or may read more of one type of material than of another. Reading has got into his way of life.

To what extent the library is involved in this ? How reading has influenced the spectacular growth of the library in this century, especially, since the Second World War ? A very appropriate answer may be found in the lines quoted below, from Landheer. "The fact that reading is positively correlated to the complexity of the division of social labour is confirmed by the phenomenon that reading is a generic habit. Reading may be necessary for the acquisition of social status, for emotional release and spiritual compensation. The need for specialization demands serious reading materials, while mass consumption habits require compensatory

and recreational materials. This makes the function of the library a dualistic one : should it cater to both needs or should it stress one and ignore the other ? Both needs have played a role in the development of libraries, and the great increase in libraries in this century has been in public libraries, in special libraries and in university libraries.”

“In general, where the reading public is mature, there is much to be said for the principle that libraries should be as general as possible, and have as few restrictions as possible. For special categories of readers, a more selective attitude might be preferable.” (Landheer).

Library's involvement in this diverse phenomenon of reading is quite rational and objective, and if librarians adulate reading, they do it because they believe in the core of their heart, that reading, or for that matter, any kind of reading, tends to produce moral, intellectual, aesthetic and political values, which no other media of communication is able to do so easily and so imperceptibly.

Why People Read and What They Read

The phenomenon of reading cannot perhaps be explained so easily, neither can the habit of reading be straight away attributed to specific factors in human behaviour. Shaffer is justified to some extent in his contention that, “Basic investigations of human behaviour related to areas of library science offer few immediate or tangible results.” One field in which we may not be accused of prevarication is our assertion that, the phenomenon of reading is a trait of human civilization, and that in modern society this trait pervades all sections and all strata of the people. We can also state with some confidence, that free library facilities, democratically conceived and sympathetically administered, are pre-conditions and contributing factors for the encouragement of reading.

‘Why people read’ ? may be a tricky question for the layman or even for the professional librarian. Something which is very obvious may be difficult to explain with sufficient reasoning. It is interesting to note what Thoreau has to say in this context in *Walden*, “most men have learned to read to serve a paltry convenience...but reading as a noble intellectual exercise, they know little or nothing ; yet this only is reading in high sense...” But how many of our educated and affluent readers indulge in Thoreau's

'high-sense' reading is an intriguing question. In Shaffer's words again, "the typical response is syllogistic : Books are good. People are good. Therefore reading books is good." But this form of reasoning does not help us much. It is too archaic to satisfy the sophisticated mind of the twentieth century man. If we search for motivation, we may reasonably contrive certain plausible premises, such as, people read for entertainment, education and improvement of the self, that they read because it is a part of their process of study and research, they read for recreation or to add to their knowledge. Obviously, the entire complex of public and academic libraries as well as our educational philosophy and the philosophy of librarianship rest on, and are supported by such assertions. All such motives seem to emerge mostly in complex societies, the rate of change of a society having considerable influence on the reading habits of the people. It is from this activity from which individuals derive a certain emotional satisfaction, emotional tensions being concomitant of rapid change in a dynamic society. It is not again difficult to ascribe motivation for reading to economic factors. Modern welfare state has a deep-rooted conviction, which it desires to spread to its common citizen, that, economic amelioration depends on knowledge and that reading is one of the most effective means for the acquisition of knowledge. Urge for knowledge may not stem from a desire to acquire knowledge for knowledge's sake, but merely from a desire to achieve status with others, secure in social life. No doubt, there are a variety of primary motivations which make people read, but it is admitted that, reading is positively correlated to the complexity of the division of social labour. If for acquisition of social status it is necessary, it is equally necessary for emotional release and spiritual compensation. Generally, however, reading has a part in a person's work pattern, and in case it is not so, he may read for relaxation only. But that such habit he will develop automatically, will be an unrealistic assumption.

Landheer has classified reading into four categories, devotional reading, culture reading, achievement reading, and compensatory reading. He has also dealt with the motivation for these categories of reading. Much of devotional writing has emerged from a need for spiritual and emotional expression and is the result of the author's intellectual and artistic experience. Such reading influences reader's emotion than his intellect. The fact that Sacred books

and books on world's religions are the most printed and most extensively used, prove that people seek inspiration from such writing. 'Devotional reading' as such, is a distinct pattern which has played its role in different cultures at different periods.

Motivation for 'Culture reading' stems mainly from the desire for enhancement of status. It is presumed to be a goal in itself. It is mainly individualistic, pre-supposing a certain standard of intellectual development in the reader. To acquire knowledge for knowledge's sake, to widen one's vision and perception, and to develop one's moral, aesthetic and political judgement, there have been readers in all communities, who have become learned in a sense and have attained a status in society worthy of emulation. A society in a particular culture period has often been judged by the preponderance of such people.

'Achievement reading' on the other hand "corresponds to derived rather than direct need. We go to school, we study at university and read books which impart knowledge, because we want to improve or maintain our status in life. It is an article of faith in modern society, aiming at progress and prosperity, and to this end education, training, etc. have become of crucial importance." (Landheer). Such reading is a process of a part of study and research of a majority of our young people, who desire to be successful in life and aspire for economic security and social recognition.

Lastly, for 'compensatory' reading, which corresponds to recreational reading, the motivation is not difficult to ascertain. Tensions of life seek relaxation which is readily provided by recreational reading. People desire distraction from the stress and strain of life, from the ennui which plagues him after chores of daily routine. Reading for pleasure or for entertainment is a safety valve for emotional release of a man living in a complex society.

It is very interesting to know that light literature including fiction, which people read for entertainment and relaxation, constitutes the largest single subject group in the public libraries, throughout the world. It appears more intriguing when we find that inspite of newer media of entertainment, and less costly too, like the radio, TV and the like, the demand for recreational reading material in the libraries has been showing a consistently upward sign.

Reading habit as has been categorized by Landheer may give

us some clues as to their motivation, and provide an answer to the elusive question, why people read, although the answer may not appear to be completely satisfactory to all. But it provides us with some knowledge of human beings who use our libraries, so that we may adequately respond to their needs. The social relationship that can be established between the reader and the writer or the book, is much facilitated thereby, and meaning is imparted to whatever we assume to do, in support of the social purpose of the library. The discussion above also clarifies the contention that reading is a generic habit, although it will be wrong to bypass the fact that reading is also a part of the need for communication. Technological innovations have led to new forms of communications, but reading still holds its sway, and by and large, other forms of communication have been found to stimulate reading.

Accurate interpretation of motivation is, however, not possible without sufficient basic motivational research. That leads us to the realm of behavioural science, which is an emerging discipline. Shaffer has expressed doubts about the common conceptions of such motivation, as follows : "Yet there is reason to believe that people are motivated to read and use books for quite different reasons than we have commonly cited. The motivational researcher has made clear that a man does not buy a car only to have a means of getting to and from his office. We know that, in addition to buying transportation, he may be buying social or economic status expressing his self-image. The implications of motivational research, with reference to the use of books and reading could be as dramatic and as revolutionary for the librarian, as they have been for the automobile manufacturer. We might find that the part generalizations which we have used in the past to describe motivation for reading and using books, do not stand up under examination, and that by delving deep into reader's motivation in depth, we might come out with an entirely new concept of reading and the reader, which would provide the basis for an entirely different philosophy of professional attitudes and services." He first takes up the common expression, viz. 'reading for education and self-improvement'. Such generalization may have little meaning, when we observe in some instances that motivation "covers an urge to create a self-image that may have only a fantastic relation to the real

person. In this case it may serve as a drive to provide an alter-ego". It may in other instances "indicate psychological insecurity expressed in a drive towards conformism. The insecure person conforms to the ideal of education and self-improvement, not because he wishes to improve himself or to become educated, but merely to enjoy the security found in what is generally considered to be good".

Turning to 'achievement-reading', Shaffer contends that, much of students' reading may merely "stem from a desire to achieve status with fellow students, with the instructor or with parents or friends". Regarding 'recreational-reading' he argues that, "recreation covers a multitude of rather engaging sins that we prefer to sweep under the bibliographical rug". Some find adventures only vicariously through books. The tired and bored housewife wants to escape from her drab little world, "to identify herself with romantic excitement and high adventure".

Such hair-splitting analysis or psycho-analysis of each individual reader's motivation for reading or reading-habit may lead to interesting disclosures, and certain benefits may accrue from such planned study—the results of research having new impact on both the library and the reader ; but the general conceptions about the reading-habit and the basic desire for reading and the motivation therefor, still retain their utility for an adequate understanding of readers' needs and planning service accordingly.

Why people read and what they read may be areas of basic research in librarianship, it will be more than enough to remember that, "the primary objectives of both library and librarian are ultimately human. While it is indisputably necessary for us, to dust off our techniques occasionally, and to replace our gadgets from time to time with new models, we must remember that these are the adjuncts of the professional housekeeper. Our more fundamental responsibility may be to learn more and more about the human beings who use libraries, why they use them, and how we, who serve them respond and can better respond to their needs". (SHAFFER).

8

LIBRARIANSHIP : ITS HISTORY

LIBRARY IN ANCIENT TIMES AND EARLY CULTURE PERIODS

Development of Libraries and Cultural Trends

Libraries are metaphorically stated to be as old as hills, and the same may be attributed to librarianship as an organized effort to disseminate available knowledge. Both library and librarianship have left indelible marks on the winding paths of civilization from the ancient times to the present age. As Hessel has said, “the development of libraries should be surveyed as an institution within the framework of general cultural trends”. In tracing its growth and development the library has to be appreciated in its historical setting and for its historical importance. “Library history is an essential chapter in the history of the intellectual development of civilization” (Thompson). Thus, we find in the earliest cultural stages, that the goals of the library are general. In the Roman times they were open to the public, while in the medieval period its use was much restricted—books being chained to the cases. During the periods of Renaissance and Reformation again, community of scholars extended owing to the revival of learning and in the pre-modern era the invention of printing multiplied the holdings of books, resulting in the later library serving a steadily increasing body of readers. According to the current trends, its purposes can be defined only in concrete terms, which are based on the relationship between the reading materials and users.

Human society has never shown uniform development. There have been focal points or areas of rapid growth, while other parts of the world remained relatively stagnant. In the pre-literate societies, the priest, the magician, the saga-teller provided the main communication pattern which was oral. But when writing, which is Man’s most important discovery, developed, a new communication pattern was initiated. While dealing with the communication pattern in written form—the development of writing and later of printing—we find that they had also followed pretty much the general trend of civilizational development. They emerged in the early civilization of Near and Middle East, then in India and China;

they then moved to Greece and Rome and followed the emergence of Western civilization. There have been different stages of cultural development and libraries likewise have developed in different culture periods, owing its origin to the need for knowledge. It is this attribute which has dominated its development, its organization and its place in society and civilization. The Chronicle of libraries through the ages, is the history of librarianship—it is a story reconstructed from the earliest times and brought forward gradually to the present, primarily of the patterns of writing, the forms of written documents and the methods of preserving them, and of making them accessible for use.

Pursuit of the traditional history, based on written records, provided by the ancient inscriptions, the system of writing, the material used, the specific use of these records, their methods of preservation, etc. all contribute to the quantum of knowledge that we may have now of the different phases of our civilization and of the cultural trends. This is an interesting chronology of the cultural existence of man, the heritage being preserved for posterity in the clay tablets, papyrus or parchment rolls, the illuminated manuscript, the vellum codex, the incunabula, through the printed book and culminating in the microfilm and micro-card. Ideas of libraries and librarianship are inextricably mixed up with them.

LIBRARY IN ANTIQUITY : SUMERIAN, BABYLONIAN, ASSYRIAN AND EGYPTIAN

Sumerian

It has been recorded from the ruins of Sumeria's ancient cities that the Sumerians had established private, religious and government libraries by 2700 B.C. The library at Tello was reputed to have a collection of over 30,000 clay tablets. Its civilization flourished and flowered in the golden age of Ur, and as early as 3100 B.C., Sumerian historians started recording their current history, as well as reconstructing the story of their past. The oldest system of writing known to us, is the "cuneiform", and the Sumerians were credited with this unique contribution to mankind. They used the soft clay and a wedge-shaped stylus of metal, ivory or wood as their writing material. Trained scribes were engaged for the purpose, and after writing, the soft clay was baked until it

was stone-hard. Pieces of baked clay in the form of tablets were the first books that history has yet discovered. These tablets were used as tools for trade and commerce as well as for recording religious works, consisting of prayers, conducting rituals, for magical signs, sacred legends and lores. On these tablets again, we find preserved their literature, their social, political and philosophical thinking, and among the excavated materials out of the ruins of their ancient cities, are some tablets containing literary pieces which are considered to be 1,000 years older than the *Iliad*. "They constitute man's oldest known literature." (Gates).

Babylonian

Next we come to the Babylonian civilization, the Sumerian culture having passed to Babylonia. The clay tablets were in vogue as reading material, the style of writing and the nature of writing materials remaining very much the same. There were libraries in temples and palaces, the library of Borsippa, being one of the most important examples. Not much information about the libraries and their stock is available, but there was a distinct cultural trend, and the notable code of laws of Hammurabi was the product of Babylonian civilization. Writing and written material was primarily used in business transactions, in maintaining a chronology of events, as well as in communicating state laws, edicts of the Government and religious procedures.

Assyrian

The kingdom of Assyria existed at the same time as Babylonia and it is said that, librarianship as an ancient occupation can be traced back to them. It was the Assyrian king Asurbanipal who lived from 668 B.C. to 626 B.C., who is regarded as the earliest commentator on the work of the librarian. He devoted himself to promoting cultural activities, was well-educated and undertook systematic collection of Assyro-Babylonian literature. He sent scribes to the library of Borsippa to copy the clay tablets and translate the writings so obtained. At Nineveh he established a library of more than 20,000 clay tablets. We have come to know of his magnificent library whose clay tablets were brought to light during the excavation of the royal palace at Nineveh. He has rightly been called the ancient librarian-king. The tablets consisted of literary classics in variant texts, the scientific wisdom and foolishness of the

age. They recorded the laws and decrees of the time. All the tablets were catalogued and arranged in logical order in the storage room of the library. For the first time in the history of libraries we come across the catalogue at the library of Nineveh. The tablets were arranged in logical order, by subject or type, each having an identification tag, and the catalogue consisted of list of contents of each cubicle or alcove, painted or carved on the entrance of the alcoves. The library had its own staff, with more liberal provisions for the use of the stock than the practice hitherto. As a matter of fact, it was the Assyrian library at Nineveh which gives us more or less a complete picture of the growth and development of writing during the earliest periods known to history, and of the form and manner of preservation of the human heritage, in the Sumerian, Babylonian and Assyrian cultures. The seeds of library techniques and practices were sown there as far back as 630 B.C. "If it can be said that Sumerian's contribution to civilization was writing and that of Babylonian's was law, then Assyrian's gift to posterity was libraries" (GATES). The cuneiform writing, the famous code of laws of Hammurabi and Asurbanipal's well-organized library at Nineveh are the three milestones in the ancient culture periods.

Egyptian

The ancient Egyptian civilization flourished simultaneously with the Sumerian, Babylonian and Assyrian civilizations. But both in the form of the book and in writing material the Egyptians differed considerably. Their writing material was the papyrus sheet, a brush like pen being used as an instrument of writing, and the form of the book was the papyrus roll, about one foot high and twenty feet long. The writing was hieroglyphic. The subject matter of the Egyptian rolls were religious, moral and political.

Ancient Egypt had a number of libraries—private and temple libraries, as well as Government archives. The papyrus rolls were usually kept in clay jars or in metal cylinders with identifying marks outside the container, which were usually stacked on shelves. It is said that a big library existed at Gizeh in the 2500 B.C., and Rameses II was also credited with the establishment of a library at Thebes, about 1250 B.C. Among some of the famous specimens of ancient writing only a few have survived and it is heartening to know that, the "Code of Hammurabi" is now in the Louvre Museum in Paris, and the "Prisse Papyrus" termed the "Oldest Book in

the World” is in the Bibliotheque Nationale in Paris. The latter is the oldest Egyptian book, written before 2880 B.C.

In Egyptian literature, however, there are such writings as “The Song of the Harper”, which are generally designated as wisdom-literature. Puisse Papyrus is also considered to belong to this category. So also perhaps, the Book of the Dead, which goes back to about 30 centuries B.C.

Library of Alexandria

The establishment of the library of Alexandria in Egypt may be called the greatest achievement in the library history of ancient times. Remarkable resemblances existed between the libraries of Nineveh and Alexandria. Both were institutions of a universal character brought into being by the ruling princes. Considerable differences, however, existed in the writing material and the book form—clay tablets at Nineveh, and papyrus rolls in Alexandria—and between them lie four centuries. Libraries in Alexandria were more famous—the first in the Museum, and the other in Serapeum. Founded in the third century B.C., by the time of Julius Caesar, they were reputed to have 700,000 volumes. Such a magnificent enterprise, in an age of clay tablets and papyrus rolls and a limited number of trained scribes for copying, is really unimaginable. Such an effort has not been duplicated in size even in Western culture or modern culture period, since the decline of Alexandria. Libraries in Alexandria received the attention of men who are known to history. Included among their librarians were Demetrius, Zenodotus, Eratosthenes, Appolonius, Aristophanes, Aristarchus, Callimachus and others of high stature. Obviously, the Alexandrian librarians were great scholars and librarianship was an accidental aspect of their careers. They collected books and original resources, catalogued them and made bibliographies. They also edited books, translated books, made their own literature, and supervised a scriptorium. In the words of Kevin Guinagh, “There was the time in the history of scholarship — we must go back to ancient Alexandria to spot the peak—when librarians were treated with the highest respect. They had the ear of the mighty ; they were considered the custodians of learning”. From Zenodotus of Ephesus, the Curator of the Alexandrian Library, there have been learned, competent and gifted administrators of human record.

The planning of the Library of Alexandria is ascribed to Ptolemy

Sorter (283 B.C.), and its extension to his son. In an attempt to discover what institutions might have influenced the Ptolemies to establish a library on such a magnificent scale, and which libraries would have served them as models, we would have to look for its prototypes in ancient Egypt, the home of the ancient writing material papyrus. It is said that, the total number of works in these ancient Egyptian libraries have been to the tune of 400,000 rolls, probably including many duplicates and many translations from Egyptian, Babylonian, Phoenician, Hebraic and Aramaic writings. Roman writers have estimated that the Alexandrian libraries contained about 700,000 rolls at the time the libraries were burned by the Romans, which were ultimately, completely destroyed when the Moslems conquered Egypt.

Another library of importance, at Alexandria, was that, founded by Eumenes II (197-159 B.C.), at Pergamum. According to Plutarch, Calvisius, a friend of Caesar, charged that Antony gave to Cleopatra the entire library of Pergamum, which contained 200,000 works. "Pergamum became outstanding for the patronage of arts and letters, and book production was so intense that an embargo was placed by the Egyptians on the exportation of papyrus with the hope of discouraging the copying of books. This act led to the increased production of parchment for use as a writing material". (GATES).

Although there are many data available on early libraries, as well as on their collections and administration, we find little material about their readers. It is known, however, that the library of Asurbanipal was a public one. There is little doubt that the readers of the early times consisted mostly of scholars, statesmen, jurist, literateurs and others, to whom cultural activity was part of normal social life. A possible exception must be made perhaps, for Babylonia and Egypt, where written materials seem to have been rather widely used, and might have reached tenants on the land and comparable social groups.

Libraries of Other Semitic Peoples in Antiquity

An account of the ancient culture of the pre-Graeco-Roman period, will remain incomplete without the mention of the achievements of the Phoenicians, Aramaeans and Hebrews. The Phoenicians were a sea-faring people, renowned traders of the ancient world, who exported among other merchandise, papyrus, thus being cre-

dited for the spreading of knowledge and use of the alphabetic characters, which form the basis of Greek and all European writing. They were not reputed as literary people and whatever books they used were meant for keeping commercial accounts.

The Aramaeans borrowed an alphabetic script from the Egyptians or from the Phenicians, which ultimately became a literary tool and the language of the Near East. "It was the language of Christ and is the alphabet of the Arabs to-day". (GATES).

The Hebrews had much more literary flair and their writing dates from Moses and the Tables of Law. During the peak of their literary period they were credited with the production of the Old Testament. Not much is known about their libraries, but it is reasonably certain that they had also some libraries in their flourishing cities, attached mostly to the temples. Writing material was predominantly papyrus, although leather and parchment was also in vogue.

LIBRARY IN EARLY CULTURE OF GREECE AND ROME

The Greek Library

The Hellenistic period of culture was characterized by the highest form of literary activity and is also referred to as the Classical Age or the Golden Age of Greek civilization. Literary classics of Sophocles, Aeschylus, Euripides, Pindar and Aristophanes, histories of Thucydides and Herodotus, and the philosophy of Socrates, belong to this period. Prior to that, about ninth and eighth century B.C. the epic poems of Homer and Hesiod, portrayed the life of the ancient Greeks. A new emphasis on scientific knowledge could also be seen in the works of Euclid and Archimedes.

Of the 1,200 year period of Greek civilization, actual specimens of books from the first 600 years cannot be cited. It also seems impossible to make a reliable estimate of the number of written materials, although it can be assumed that under the patronage of the Hellenistic monarchs books were produced on a large scale to meet the need for extension of education. Books circulated mainly among the upper classes, and some estimates are available about the size of the libraries, which were frequently connected with temples and palaces.

In ancient Greece, leaves or barks of trees were used for writing, from the sixth century B.C. papyrus was the usual writing material.

In Hellenistic Greece, parchment and vellum came into use. The usual forms of Greek books were the rolls, the wax tablet generally used for messages or notes, and the codex. The books related to various subject matters, viz. literature, philosophy, history, religion, politics, science, mathematics, etc. There are evidences of private libraries in the fifth century B.C. Under the influence of Sophists it became a matter of prestige to possess collections of manuscripts. The important library of Euripides, and those of Aristotle and Plato, who created valuable libraries in their schools of Philosophy, are worthy of mention in this regard. There were private, governmental and royal libraries. The true development of Greek library began in the very decades which were marked by the activities of the two intellectual giants—Aristotle and Plato. The intellectual and cultural work of both these men no doubt presupposes the existence of a considerable library. It is said that Aristotle systematically collected manuscripts. His pupil, Alexander the Great, broadened the scope of Greek culture, which became a world civilization. After Alexander's death, the Museum was founded on Athenian model, drawing outstanding scholars to the Museum ; and Alexandria swiftly developed into the centre of Hellenistic culture and learning. The library constituted the most important part of the Museum. The library at the Athenian Academy was built on the lines of a modern university library. Along with the scholars, indigenous and those drawn from outside, a broad circle of educated men in general made use of the library. The library thereby, for the first time assumed a truly public character, existing for the benefit and enjoyment of all.

An estimate of the stock is not, however, possible to make, but it may be presumed that, there were books enough for the use of a wider circle of readers, and books on all subjects known to the learned of that time, allowing a magnificent culture to thrive.

The Roman Library

Modern scholarship contends that, the culture of the Roman Empire was only a continuation and further development of Hellenistic culture. Rome had early adopted the Greek alphabet, and the Romans studied literature, philosophy and the science of the Greeks. They even sent their sons to Athens for education and sometimes spoke Greek. Latin literature actually started to be created in the second century B.C. The Romans, like the Greeks,

used papyrus, parchment, vellum, etc. as writing material. The split feather quill was their stylus and it is interesting to know that the English word "pen" is derived from the Latin word for feather. The forms of the book in ancient Rome were the roll, the wax tablet and the codex, although the latter was generally used for Christian works and papyrus roll continued to be used for pagan works. Roman books covered all fields of knowledge, especially philosophy, law, politics, religious and secular literature and science and mathematics. The oldest Roman manuscript of antiquity is the Codex Vaticanus, dating back to the fourth century A.D.

From the middle of the second century B.C., Roman generals began to bring home entire libraries from their campaigns in Greece. Library was an inevitable part of their booty. These spoils of war became part of their private libraries. Although initially it smacked of vandalism, the practice resulted in love of books among the Roman aristocracy. Collecting books and building libraries became a fad among the wealthy Romans. It was considered to be a prestige to have a sizable book collection in one's house.

It is known that Cicero (106-43 B.C.) had a private library of considerable significance, and that Sulla grabbed the library of Aristotle when he captured Athens in 86 B.C. As referred to in 'Plutarch's Lives of Illustrious Men', the library of Lucullus (114-57 B.C.) was the most important library of this period. We also find the mention of a public library in Rome, planned by Julius Caesar and carried out by Asinius Pollo, about 39 B.C. The library was located in Atrium Libertatis, and contained Greek and Latin works. There is also a good deal of evidence that Caesar harboured the intention of transplanting the Alexandrian library to the Tiber. The era of Roman libraries lasted about 500 years and their typical forms were well represented in the Ulpian library in the Forum of Trajan or the famous library found in the ruins of Herculaneum. In the former, Greek works were kept on one side and Latin works separately on the other, all arranged according to subject, stored on shelves or in bins. The books had to be used in the reading rooms. In the latter case, hundreds of charred papyrus rolls were found in the ruins all around the room, with a table in the centre. It may be presumed that the library rooms in the ruins of Herculaneum was typical of the Roman library of that age.

By the middle of the fourth century A.D. the public libraries in the capital city of Rome numbered twenty eight. The cities of Italy, and the provinces tried to follow the example of Rome by establishing public libraries. There were also private libraries at that time with 30,000 to 60,000 rolls.

The libraries in Rome could be used by any person, slave or free citizen, who could read. Libraries were actually open to the public, which is a reflection of the Roman conception of broad citizenship and scholarship.

So far as the architectural style, decorations and stone-work of the Roman libraries are concerned, they resembled other monumental structures of the age. The papyrus rolls, with tags bearing their titles outward, were kept in the pigeon-holes of wooden presses. Some of the public libraries also circulated their books. Administration of libraries was mainly entrusted to the priests, who were attached to the temples.

The bibliothecal achievements of the Romans, however, did not equal those of the Alexandrians. The Roman librarians were less distinguished, and seem to have been rather minor officials in the ranks of the civil services. The goal of librarianship, like that at Alexandria, was the preservation of a cultural heritage.

Both in the Graeco-Roman and much earlier periods, libraries and archives were indistinguishable, and only in the late Roman period a distinction between the two was made and the archives and books were separately preserved.

LIBRARIES IN ANCIENT INDIA

History of Ancient Indian Education extends over several centuries, and comprises different types of educational organizations in different ages. Corporate educational institutions were first evolved in Ancient India, in connection with the Buddhist Monasteries, which developed into big establishments from the time of Asoka onwards, gradually converted into centres of education. Hindu educational organization was a later development.

Nalanda

In 400 A.D. there existed one of the biggest known universities the Nalanda University, and by 450 A.D. it became a renowned seat of learning, its fame spreading beyond the boundaries of India.

Nalanda is about 40 miles south-east of Patna, the capital of Bihar. Nalanda was famous as a Buddhist centre, being the place of birth and death of Sariputta, one of the prominent disciples of Buddha.

It has been stated that, "Nalanda authorities could feel that a monastery without a library was like a castle without an armoury" (Altekar). This reminds us of a statement made by the president of a modern university of an advanced country who said "Give me a good library. I shall build a university around it". Nalanda University as such, maintained a very big library of considerable importance to cater to the needs of its thousands of students and hundreds of teachers, who were engaged in the study of different arts and sciences. There was also a rush of scholars from abroad, e.g. Fa-Hien, Yuan-Chwang, I-tsing and other Chinese scholars to make use of this library. They came mostly to get true copies of the sacred texts, and other works on Buddhism.

Gupta emperors, though orthodox Hindus, were great patrons of this university. Monastic buildings and stupas of impressive height were built with central halls, lecture rooms, library, etc. It was evident from the data collected after excavations, that the library was very well planned. The library quarter was known as "Dharmaganja" or the Mart of Religion. It was located in three splendid buildings, appropriately called "Ratna-sagara", "Ratna-dadhi" and "Ratna-ranjaka". "Ratna-sagara" was reputed to be a nine storied building, the other two were also of impressive heights. Both Buddhist and non-Buddhist literature were available in the library, and it is said that one of the travelling scholars, I-tsing, stayed at Nalanda for 10 long years to copy about 400 Sanskrit texts mostly on religion, amounting to 5,00,000 verses. No reliable data as to the strength of the collection is available, but it can be presumed without much polemic or controversy, that the library stocked every written material on Buddhist scriptures, and their commentaries, and they might be in hundreds of thousands, including copies. Sufficient epigraphical records are available to justify that adequate financial arrangement was provided for the preservation of the rich collection of the library. As the curriculum of the university was very comprehensive and catholic, Hindu subjects were also not neglected. The study of Medicine or "Chikitsasashtra" was also prosecuted at this place. Naturally, texts relating to Grammar, Logic, Literature, Vedas Vedanta and Samkhya Philosophy, Dharmasastra, Puranas, Astronomy and Astrolo-

gy were also available. The university and its library flourished down to the twelfth century A.D. Its destruction was brought about by the Muslim invaders under Bakhtiyar Khilji, towards the end of the twelfth century.

The book form was mainly palm-leave manuscripts carefully preserved with a cloth cover and a cord, stored mainly on built-in stone or brick and mortar shelves in the library hall. Readers had to squat on the floor to read, and for serious research students, separate alcoves were available. Details about the arrangement of the works and general administration of the library are painfully lacking, neither has any serious research on the basis of available data been made as yet. Destruction of the library was so thorough, that not a single book of the library could be preserved for posterity.

Good libraries are also stated to have been attached to other well-known seats of learning of Ancient India, viz. Valabhi (seventh century A.D.) Taxila, Vikramsila, Jagaddala, Odantapuri, Mithila, Nadia and Banaras, the last three belonging to the Brahmanical culture.

Of these, the only rival of Nalanda as a centre of learning in India was Valabhi in Kathiawar, during the seventh century.

Taxila

Taxila, in northern India, was acknowledged to be the most important seat of learning in the ancient valley of Sind. It was at that time the capital of the important province of Gandhara, situated about 20 miles west of Rawalpindi. For its being one of the ancient centres of higher education, particularly for specialization in the Vedic literature, for philosophy and the eighteen 'Silpas', students and scholars from far off centres, such as, Mithila, Ujjain, Rajagriha and Banaras congregated there. Although no authentic record is available about its library, there is no doubt, that this famous centre of learning had an adequate library of its own, with considerable collections of manuscripts relating to the subjects pursued therein. Library invariably constituted a part of such institutions in ancient India. The University of Taxila continued to flourish down to the end of the Kushana rule (280 A.D.).

In the Buddhist monasteries and other centres of education or religion, the manuscripts were collected assiduously by the monks and priests, but a major part of the collection comprised of donations from the ancient kings and emperors and from the learned scholars maintained by these potentates. A gift of manuscript to a temple

or monastery was considered to be equivalent in prestige and merit even to the construction of a temple or to the installation of an idol therein. Such significant importance attached to the donations of manuscripts bears witness to the fact that, maintenance and development of libraries was adequately understood in the ancient Indian culture.

Amaravati and Nagarjuna Konda

In South India there was a Buddhist centre of culture at Amaravati, the 'Nagarjuna Vidyapeeth' on the banks of Krishna. It flourished about seventh century A.D. and was associated with Nagarjuna, one of the famous Ancient Indian scholars. Nagarjuna assumed a mythical name famous for his achievements in 'Rasayana Sastra' or Chemistry. The building which housed the university was called 'Parabata Vihara', situated on a hill, in the district of Guntur of Andhra Pradesh. Chinese scholars visiting India in search for knowledge have paid eloquent tribute to this university, describing its library also. The university was a five-storied structure, the library being housed in the top floor. The collection as usual for the time, was replete with Buddhistic literature, and it is credited to Nagarjuna that he founded the Mahayana School of Buddhist Philosophy. Indian science, especially in Rasayana Sastra or Chemistry has been traced to the ancient times of Nagarjuna, who was its votary. He possessed a laboratory for his researches, especially in mercurial drugs. There is enough archaeological evidence from the excavations made at Amaravati and Nagarjuna Konda to support the existence of this seventh century university and its library. The special feature of its collection, which not only had Buddhist literature and the Tripitakas, but also works on Botany, Geography, Mineralogy and Medicine, attracted scholars from different parts of India, as also from China, Burma and Ceylon.

LIBRARY IN ANCIENT CHINA

The ancient civilization of China was a forerunner in some respects in bibliographical chronicle. Paper was discovered in China in the second century A.D., although not much used by them ; and it had travelled West along the trade routes. Printing with movable types, an important event in the cultural history of mankind, was also discovered by the ancient Chinese, who used carved seals to print short mottos and charms. By ninth century, the Chinese

produced a complete book printed in this manner. They were credited with the use of movable word types made of clay, and the art of writing was known in China as early as the third millennium B.C. They evolved a style of writing mainly ideographic, and their book forms were the tablet and roll. Unfortunately, little is known about their libraries in antiquity.

The earliest information about library in China belongs to that of Imperial Chou dynasty, who had their capital at Loyang in the modern province of Honan. "According to a tradition preserved in Ssu-ma Chien's 'Historical Record', the philosopher Lao-tse, who lived in the seventh century B.C. was keeper of books in this library". (Encyclop. Britt.).

The most interesting feature of any information available about libraries in Ancient China is the mention of their catalogues. The earliest catalogue of Chinese books, written in the first century of our era, is preserved in the "History of Former Han Dynasty" (206 B.C.—A.D. 23). Succeeding dynasties have left catalogues of books processed by their libraries or of those known to their times. The existence of libraries of some size in Ancient China therefore is well established, although no accounts of them are available through preservation of their records or by way of excavation of ancient sites. It is also said that after the invention of printing, private libraries grew up in ancient China in an increasing number. As is usual, these libraries were either destroyed or dispersed in course of time, but the catalogues of some of those libraries still remain, preserved carefully as the only witness of their cultural development in ancient time.

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THE MEDIEVAL LIBRARY

MONASTICISM AND THE MEDIEVAL LIBRARY

THE CLASSICAL culture declined with the fall of the Roman Empire. Of the medieval period, 400-900 A.D. has been called the Dark Ages, when all libraries, including monastic collections suffered deprivations at the hands of the barbarians. No exact span of years can be specified in which ancient libraries ceased to exist and the medieval library made its appearance, as it is rather an uncertain venture to draw a sharp line of demarcation between the ancient times and the Middle Ages. Monasticism as an institution was an important factor in the preservation of reading material and development of learning during this culture period. It has been an age of the dominance of the temples, churches, monasteries and convents. The collections in their libraries were more or less secret, the writings possessing an inspirational or charismatic quality in regard to the reader. They possessed authority and were regarded with an awe or sense of mysticism. Written materials were relatively scarce and the use of the library rigidly restricted among the Clerics, the librarians in most cases being learned monks.

The Parchment Codex

A signal characteristic of the ancient library is the papyrus roll, while of the medieval library it is the parchment codex. Parchment came into general use in the third century A.D. and by the fifth century it had almost entirely replaced papyrus. Corresponding to the substitution of parchment for papyrus, the parchment codex with a stiff cover, replaced the papyrus roll, as the physical form of books. This new form of book was assiduously propagated by the then religious power—Christianity. Pagan culture placed on the defensive, was desperately clinging to the other book form which was already on the way out. The fate of the pagan library was closely tied up with that of the ancient culture, amply illustrated by the fate of the library of Alexandria, which fell prey to Christian fanaticism by the end of the fourth century.

The monasteries contributed to the literary development, and one of their main functions was to copy the manuscripts in their

scriptorium or writing room. A large body of monks were engaged in this work. These manuscripts tell us much about the ancient world. The materials used for writing were plain or dyed parchment or vellum, quill pens and many kinds of coloured inks. After copying, the manuscript was corrected and then illuminated with decorations of ornamental letters, scrolls and miniatures. One of the famous illuminated manuscripts is the "Book of Kells" dating from the eight century.

Structure and Characteristics

In structure, Christian libraries copied the pagan ones. Libraries came mostly under the protection of the Church, as the pagan ones were located within the temples. The Book of the Bible, everywhere formed the basis of the collection. Emperor Constantine raised the Church to the rank of a state institution and ordained certain disciplinary, organizational and dogmatic duties for each bishop, which forced him to maintain at least a library of moderate size. These Church libraries were scholar's libraries, usually divided into three parts : two profane, divided by language, and one Christian. The Emperor Constantine built a library along with the academy at Byzantium. His successors carefully enlarged the library. The library was considerably damaged in the 'great fire', but was restored thereafter. But there ensued a dark period in which intellectual life fell into decline taking a long time to revive.

While Antiquity developed the idea of culture-knowledge and science, the early Middle Ages considered reading as a method for moral and spiritual improvement. Analysed mainly in terms of its functions, the goals of the library in early culture was general, the library being open to those who could read, but in the early Middle Ages reading became a monopoly of a small community of clerics, and the books were even chained to the cases. We therefore find in this culture period that the librarian allocated one manuscript to each monk, for reading from cover to cover. There was no question of profane literature. The monks were not permitted to own books, so that the library was their only source for moral and intellectual pursuit. This required again the practice of extensive copying as the number of monks grew, and hence the prevalence of the large number of scriptorium attached to the church libraries. There were few authors in the library, but their works were present in many copies.

The papacy considered the development of Christian tradition in the West as one of its most important functions. The papal library, although its origin remained veiled in obscurity, can claim a hoary history of about 2,000 years. Dating back from the third century, when the library comes clearly in view, the papal library was almost exclusively connected with the archives. We first encounter the very important office of "*Bibliothecarius*" in the eighth century which was occupied at the end of the ninth century by Anastasias, a very learned librarian who deserved high praise for his translations of the Greek authors. Up to this time Rome was still the great book-mart of the world whence the entire West procured its manuscripts.

The Role of Cassiodorus

Monasteries were established as a part of the development of Christian traditions and intellectual development through literature. Chief credit of having made a home for Western Culture in the Monastery at Monte Cassino belongs to Cassiodorus. (480-575 A.D.). In the sixth century, he established the Vivarium Monastery at Monte Cassino, in Southern Italy, with a scriptorium. He was the first man in the West thus to engage himself in a systematic collection of necessary religious and profane literary works. Even Greek texts were procured from the East and translated. To Cassiodorus we are therefore indebted above all, for establishing the pattern for the medieval library as well as for the transmission of many literary monuments from Antiquity to the Middle Ages. Thus were preserved the Books of the Bible, the epics of Homer, the poetry of Virgil, the Greek dramas, and the scientific, legal and philosophical works of the great minds of antiquity. He wrote a manual for the conduct of scriptoria and libraries entitled in an English translation. "An introduction to Divine & Human Reading" (ed. L. W. Jones). Following the example of Cassiodorus, St. Columban founded the monasteries of Luxeuil in France, Bobbio in northern Italy, St. Boniface in Germany and Alcuin of York built a great library at his abbey in Tours. All these were possible because of the patronage of Charlemagne, who was credited with conscious efforts directed towards raising the general standards of religion and education in the Western Culture. Books from all over the known world began to be copied by the monks, and interest in learning eventually spread through-

out Europe. There ensued a carefully planned collecting, sifting and copying of liturgical and scholarly literature. The seed sown by the emperor Charlemagne yielded finest fruits under his grandson, Charles the Bald, who has rightly been called the first princely bibliophile of the Middle Ages. At his behest splendid codices were produced, ranked among the finest of the age. Besides the palace library of Charlemagne, Charles the Bald had also a library of his own. One of the accomplishments of the Great Emperor did endure, from his time on, libraries became part of the necessary accoutrements of the Church.

Like Cassiodorus, the contribution of Isidore of Saville, (636 A.D.) towards the cultural progress of the Middle Ages must be acknowledged. He was a Spaniard, and the greatest scholar of his time. He brought together in his "*Etymologiae*" the cumulative result of contemporary knowledge and so produced the first Christian Encyclopaedia. He had a rich personal library which furnished the material for his monumental work.

Medieval Library Stock

Early monastic libraries were very small, because manuscripts were very expensive to be procured in original, or even for being copied. A large Bible would have cost a fortune. What most differentiates the Medieval Library from its ancient counterpart, is the meagreness of its book stock. Their catalogues contain at most a few hundred entries. In this connection too, it must be observed that often several titles were combined in one codex. The whole literature available to that age—that is to say, the Christian writings and the surviving literature of antiquity, together with the scholarly and devotional works, brought out from ninth to twelfth century, could actually be contained in just a number of volumes of modern ordinary printed book size. Manuscripts were kept together with the treasures in a safe place, and sometimes with the deeds and documents of the archives. If the book stock was small, one or two chests or cupboards would suffice. Very often the liturgical codices were separated from the books, and the books were divided into an inner collection intended for the members of the monastery, and an outer collection belonging to the school; and finally, a distinction was also made between reference books and books for circulation. Most of the reading had to be done standing up, as books were chained

to desks for safety. It was in the Middle Ages that this new method of keeping books—the lectern-system, was initiated. The library usually possessed a row of desks, each having several shelves, on which rested the books chained to iron bars. Desks, shelves and codices were marked with letters or numbers.

Administration and Organization

In general, books were arranged according to subjects, or by kind such as, religious, secular, Greek or Latin, etc. The inventory or catalogue was no more than a rough check-list, usually taking the form of a shelf-list. Sometimes, alphabetical indexes were added to this. Later, however, a fuller or more precise description of the book and its contents was provided in the lists. One of the duties of the “*Librarius*” was to classify and take inventory of the books. Catalogues, although not always or uniformly descriptive, show a fairly uniform subject grouping. This sums up the internal arrangement of the monastic library from tenth to twelfth century A.D. Surviving catalogues, however, differ widely in quality, leaving much to be desired in their completeness or exactitude. Not infrequently, the arrangement on the desks was determined simply by order of accession and sometimes there was total lack of any particular order. In general, it gives us the impression that the development of the medieval library showed no essential progress upto the twelfth century.

Rise of the Middle Class : New Urge for Culture and Instruction

From the fall of the Roman Empire to the twelfth century, the Church acquired a kind of monopoly upon education, and knowledge became entirely clericalized, instruction being chiefly theological. Only in a few cases, to the sons of noble men or promising children of the poor some instruction was given. It was not until the later Middle Ages that a definite change came about. The laity freed themselves from the intellectual tutelage of the Church, and the first to do this were naturally the nobility. Then came the rise of the middle class in cities. As trade and manufacture boomed, as knowledge of reading and writing became more and more widespread, there awoke in the middle class a desire for culture and instruction. In Ecole Palatine, the academy founded by Charlemagne in 782 A.D., women as well as men were educated. People were going to school to study Latin grammar and other

basic subjects. The rise of the church schools, the study of Latin Grammar, the adoption of the vernacular or the language of the masses, and the developing social and economic conditions made possible the birth of the universities towards the end of the Middle Ages. The university of this period consisted of a group of teachers, organized as a kind of guild and authorized by their governments, religious or civil, to grant degrees. The outstanding universities of the Middle Ages were the universities of Bologna, Paris, Prague, Heidelberg, Oxford and Cambridge, the foremost among them being Bologna in Italy, which was the home of legal studies and Paris—in France, the stronghold of scholastic theology and philosophy.

Libraries, however, which can be traced back to the Middle Ages are few in number : the Sainte Genevieve in Paris, the Jagiellonska in Cracow and the university library of Cambridge are worthy of mention in this connection. Book forms being the roll and the codex, there was acute dearth of texts which were rented by the students usually from the book dealers which constituted a part of every medieval university. Very rarely any library was attached to the universities. Gradually, however, with the increase in the number of students, each college in a university started to have a library. Their organization was similar to those of the larger monastery libraries, except that the books were divided according to the subjects taught. Important books were still chained to the desks. Transition from the Middle Ages to the modern world started from the fourteenth century onwards, with the revival of arts and letters. The humanistic book collecting started by Petarch (1304-1374 A.D.) was a prelude to librarianship, resulting in the establishment of the princely libraries of the Renaissance.

Summing up the survey of the library in the Middle Ages upto the twelfth century A.D. we find certain distinctive traits, such as, replacement of papyrus roll by parchment codex, production of texts by copying in scriptoria attached to monasteries, adornment of texts with beautiful miniatures by the monks, the lectern-system and chaining of books to iron bars, the birth of universities as centres of instruction and relative scarcity of reading material resulting in extremely poor collections in monastic libraries, as compared with their counterparts in Antiquity.

An interesting feature recorded for the first time during the later

part of the Middle Ages, is the division of the library into "Libraria Magna" and "Libraria Parva". This division of a library in two distinct sectors, for the first time noticed at the Sorbonne in Paris, in 1298, separated the books generally accessible for reading ; i.e. the "Libraria Magna", which were usually chained and consisted of important works, while the other sector, i.e. "Libraria Parva" was meant for lending, constituting mainly of duplicates of the unimportant works. The library of Sorbonne had 1722 manuscripts, of which 1090 volumes were kept for lending.

In the fourteenth century princes, nobles and jurists started establishing libraries of their own, as status factor gradually began to increase in importance, with the spread of the ideas of Humanism and liberalization of education and culture. Christine de Pisan, the poet at the court of Charles V, The Wise (1364-1380) wrote about the "glorious collection of valuable books and beautiful library which the king possessed".

Both Petarch (1304-1374) and Richard de Bury (1289-1345) provided further stimulus towards the development of library by their humanistic book collection. They represented the changing attitudes of the period. The latter is the author of 'Philobiblon.' He, however, represented the rigid learning of the Middle Ages and was more of a book-collector, while Petarch was a real humanist despising the traditional learning and was a book-lover, an attribute which is closely connected with modern librarianship.

LIBRARIES IN MEDIEVAL INDIA, (UP TO 15TH CENTURY)

Libraries in Medieval India occupied a distinct place in the cultural development of the country. In the pre-Muslim period, scholarship was adequately recognized by the ruling princes, who very often patronized institutions of learning and education by granting estates for their upkeep ; and the teachers who commanded unusual reverence from their pupils, were allowed to concentrate exclusively on study and teaching, mostly theological and philosophical, as they were generally free from worries of the struggle for existence. While in the West there was a decline of the classical culture with the dominance of temples, churches and monasteries, and public institutions were totally non-existent, in India the study of the Vedas and Sastras continued unabated and centres of Brahminical culture flourished, allowing access to

knowledge to a large body of students. Institutions of the type of a big college or university were stated to have been established in different parts of India, wherever a progressive and enlightened ruler existed.

According to the records of the Hyderabad Archaeological Survey, some inscriptions are reported to have been found which furnish us with information regarding educational institutions of the time and the libraries attached to them. Here we find some account of public institutions founded by Madhusudana a famous general of Chalukya King Raya Narayana (1058 A.D.). One of such institutions was a sufficiently big residential college, called Chati Kalasala. It had 252 scholars studying Vedas, Sastras, etc. The inscription records the existence of librarians along with the teachers of the institution. And what is more interesting, there were six librarians in this particular institution. The library was obviously of considerable size and the library art must also have had a recognized status. The most revealing feature of this institution was that the librarians were treated at par with the professors or teachers ; they had the same status socially, culturally and economically. While allotting land to them Madhusudana gave 30 units to each of the professors and librarians. This distinctive feature is worth noting in the cultural context of Medieval India.

Medieval India, during the thirteenth and fourteenth centuries, may be broadly stated as the Sultanate period of the Khilji and Tughlak dynasties. The Muslim rulers generally were men with some literary flair, patronizing learning and culture. Almost all the ruling princes of the time had their own private collections and it was a habit with them to spend some time everyday in their personal libraries. No separate building was earmarked for the library, it was a part of the palace, and sometimes it was attached to the mosque also. The name of Amir Khausru, who filled the high post of the Librarian of the Imperial Library at Delhi, during the reign of Sultan Jalaluddin, is well-known. He was a reputed scholar of this period, as well as a great poet and musician, and the Sultan was credited with choosing the right person to hold this high office which carried with it much honour. From the scanty records available, we also know that, Balban's eldest son Prince Mahammad had a large library and his younger brother Bughra Khan was also credited with the possession of one. It is interesting to note that, Shaikh Nizam-ud-din Auliya established a library

by raising public donations, which was rather a big library with a large collection of manuscripts. The public is stated to have had access to this library. In Kashmir, Zain-ul-Abdin who was called 'Kashmir's Akbar' possessed a large library, so had the rulers of Bijapur, Golkunda, Gujrat, Khandesh, etc. of the contemporary culture period. Most of these people were Persian scholars and even the Hindus of the time, among whom the Brahmins were traditionally learned people, were Persian scholars of repute. The rendering of the 'Mahabharata' and 'Rajtarangini' in Persian language with the help of these scholars, is also credited to Zain-ul-Abdin, who ruled Kashmir from 1420-1470.

Paper was naturally scarce and costly at the time, so the usual book form was either palm-leave or parchment manuscript. Books were rare, costly and generally not available for private use. All the students and scholars who cared to read and learn, had to seek access to these libraries, mostly princely libraries. Whatever library facilities were available, the benefit was limited to only a few scholars and courtiers. General people were mostly uneducated and ignorant, with no urge for such facility.

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THE PRE-MODERN LIBRARY (UPTO 16TH CENTURY)

THE AGE OF RENAISSANCE AND HUMANISM

INTELLECTUAL curiosity was one of the outstanding characteristics of the Age of Renaissance. Fourteenth and fifteenth century scholars scoured the libraries of monasteries for Latin classics, and successfully brought to light most of the Latin texts within a span of hundred years, and also started to collect the Greek texts. Thus, ushered in the motive for humanistic book collection, resulting in the establishment of a large number of princely libraries, which is a salient feature of the Renaissance. According to Renaissance ideas, a collection of books was a mark of wealth ; Humanism and Reformation viewed the book as a means of education. It was in these libraries that a differentiation could be made between private book collecting and general scholarship. It served as a prelude to librarianship, and princely libraries were thrown open to the public, howsoever restricted. Those interested in classics in their original languages had access to these libraries, and the library became for the first time, an independent centre of study. This fact again necessitated the provision for some one to plan and organize the library to meet the public need. The librarian thus became a necessity. Libraries started having common reading rooms, furnished with lecterns and book cases. With the growth of the reading public, range and variety of books in which they were interested, grew also. During the periods of Renaissance and Reformation the revival of learning extended the community of scholars. This was a culture period when revival of arts and letters and the progress of the style of art and architecture developed considerably.

Generally, the libraries in the monasteries fell into neglect, demoralization having already set in these religious institutions. Valuable manuscripts began to be pledged or sold for a trifle. Although reformed monasteries in the fifteenth century started organizing and building libraries, it were the libraries in new universities and colleges in France, Germany and England which gained in importance. Compared with the typical library of the

preceding period, these libraries showed a bias for practical scholarship. It is note-worthy that the Laurenziana of Florence which was the creation of Medici, belongs to the Renaissance. In periods like this, culture-knowledge predominates and kings and princes come to the fore as book-collectors. Admissibility to libraries also widens, libraries become comparatively free from the dogmatic influences of the Church, and scholars or literateurs are entrusted with the work of looking after the libraries—and flourish as librarians. It is under such conditions that attempts were made to prepare regular inventory of the library, resulting ultimately in the first appearance of the catalogue in Leyden, in 1595.

Reformation, and Its effect on Church Libraries

Like the libraries of the kings and princes, the university libraries and later municipal libraries came to be established as the preservers of culture—knowledge, especially in the countries of Reformation, such as, the United Kingdom, the municipal libraries frequently taking over the collections of the convents.

Reformation was a sixteenth century movement ostensibly against the Western Church, envisaging radical change for the better, especially, in political, religious or social affairs. The English Reformation was finally ensured by the Acts of Dissolution of 1535 and 1539. Its effect on library was disastrous. “Plundering and destruction followed the dissolution, and rich libraries of abbeys and cloisters were either destroyed or sold for a few shillings to shop-keepers and book-binders without regard for the content ; and whole boat-loads of books were alleged to have been shipped to the continent, much to the astonishment of other nations. Only the Cathedral libraries were scarcely touched by the plunderings.” (Predeek). Even the university libraries of Oxford and Cambridge were not spared, such intense was the mood of vandalism let loose since the absolute authority over the properties of churches, abbeys and cloisters was enjoined upon the monarch. The process of persecution took the form of a crusade against “Offensive” books, “so much so that in 1550 Cambridge University library contained only 180 volumes, fewer than it had owned a hundred years earlier.” (PREDEEK). The pogrom against cultural heritage ultimately slowed down, and libraries were allowed some respite to grow and develop according to the ideas of Renaissance and Reformation. The middle

class attained higher social, economic and intellectual level and the new freedom to learn and own books. Only since the fifteenth century, which was marked by three important developments—the use of national language, use of paper as writing material and the invention of printing could such improvement be possible. By the second quarter of the fifteenth century, paper became a cheap and plentiful material on which to print.

Invention of Printing and its Cultural Effects

In the cultural history of mankind the importance of the invention of printing with movable types has not been surpassed by any other event. This unique invention had dispelled the ignorance and cultural darkness of the Middle Ages. This product of intellectual curiosity and freedom, provided an unparalleled and effective impetus to the resurgence of learning, at a time when mankind was desperately fighting against the tutelage of the Church and religious fanaticism and bigotry. Since the fourteenth century there has been a vigorous search for culture-knowledge and a recognition of general scholarship, with the spread of the ideas of the Renaissance. When printing was invented along the way, the number of readers and writers greatly increased and the restricted picture of the medieval library began to assume a new perspective. What was inherent in the cultural trends of the previous centuries gave way to new trends and values.

The story of the birth of printing is lost in the darkness of by-gone ages. Clay Tablets, papyrus rolls, parchment-codex and other similar book-forms, which held sway till the end of the sixteenth century were no doubt vehicles of knowledge, but they were clumsy materials which limited their scope and utility. We have seen that in many cases books existed as single copies only, and that most of the important manuscripts had to be laboriously manifolded by scribes or copyists. These difficulties were solved with the invention of movable type and with it came the beginning of modern era. During the period of Renaissance and Reformation, the revival of learning extended the community of scholars, and print multiplied the holdings of books. The invention of printing augmented the available reading materials considerably. The success of Reformation also owes much to the dissemination of printed materials. In Europe, libraries flourished because of this actually from 1500 A.D. onwards, and increasing interest was being shown about the

affairs of the library. It is significant in this respect that, by 1560 Florian Treffer had written a treatise on libraries and enumerated a plan for a six-part catalogue, to serve as guide to different approaches to the collection. Librarianship was standing on the threshold of the modern era.

Although, historically, the Chinese have been credited with the invention of the movable type, round about the year 1040, Western Europe got it through Johann Gutenberg of Mainz, in Germany, about 1450. He printed the famous 42-line Bible between 1450 and 1456. This was the first book printed with movable types. The actual pioneering, however, is still a controversial matter, credit being given by some to Laurence Coster of Haarlem. In England, William Caxton brought this art to Westminster and published the first book printed in England in 1477, entitled, "The Sayings of the Philosophers." During the last quarter of the fifteenth century, printing spread to all major European cities. More than 20,000 different printed works of this period still survive. As a natural development, we find the rise of a large number of printing houses in the sixteenth century. At the beginning of the eighteenth century, the printed book had reached its present form, with a title page, illustrations, a table of contents, and even a kind of index. The first printed works are called *incunabula*, derived from the Latin word "*incunabulum*", meaning cradle, which perhaps indicates that printing was still in its infancy.

The path of human progress has been uneven, cultural trends have shown stagnation as well as effusion at specific stages, but Man has never failed to turn his enquiring mind to contemporary problems, so that ideas could develop and values change to meet the needs of the changing times. The growth, development and decay of library from Antiquity to the Middle Ages came to a turning point in the Age of Renaissance and Reformation, and thereafter unique inventions gave impetus to the intellectual curiosity of man to presage the Modern Age of freedom of thought, of learning and self-improvement, where library could find a useful role to play in the changing cultural patterns. Enlargement of the circle of readers and the encouraging prospects of multiplicity of reading material are certainly the most important landmarks in the period under review.

LIBRARY IN INDIA UNDER THE MOGULS

In the contemporary period of history, India was being ruled by the Moguls. The Mogul Emperors from Babar to Aurangzeb patronized learning and scholarship, and also maintained their palace libraries. Babar regularly used his library, where he is said to have written his memoirs "Tuzuk-i-Babari". Ghazikhan, who invited Babar to deliver the Afghans from the Emperor Ibrahim, had a good library, which Babar examined in 1525 A.D. Some of the valuable books from this collection he sent to Humayun and Kamran for their use. His son Humayun was a scholar and a bibliophile and it is significant to note that, after 1555, he converted the pleasure house of Sher Shah into a library and it is from the stairs of which he fell and died, after one of his regular visits to the library. He had the Imperial Library shifted to Agra and appointed Lal Beg as his librarian. Humayun was so fond of books that even during expedition he carried a select library with him. While fleeing as a fugitive, Count Noer says, he took with him his librarian and a few of his favourite books.

It was left to Akbar to find a suitable type of administration of their growing library and to enrich it with valuable material collected from various sources. He created a separate department for libraries to look after not only the State library, but also the public libraries located in the Capital. A Director or Superintendent was in charge of the Department of Libraries, who was called *Nazim*, and was considered as a great scholar and dignitary. He was responsible directly to the Emperor. He prepared the annual budget, made appointments of junior library staff, sanctioned their leave and even dismissed them. His deputy was called *Darogha-i-Kitubkhana*, usually a man of high administrative ability. Although the state library or imperial library was ostensibly meant for the emperor and the nobility, scholars had also access to its collection. The '*Darogha*' was the regular librarian in the sense that, he selected books, purchased them and was also responsible for their processing and maintenance. He had of course a number of other staff of junior rank. Among the library staff were copyists or '*warraq shaafs*', book-binders, translators, calligraphers, etc. Mulla Pir Muhammad was at one time superintendent of the library. Emperor Akbar took much delight in building up a collection of valuable books. He also acquired a library belonging to Itmad Khan Gujrati

during the conquest of Gujrat. It contained many valuable books which were integrated in the royal library.

That Akbar was more thorough and more intent on establishing the library on a firm foundation with regular administrative and state control and supervision, has been amply substantiated by the available records. His predecessors had loved books and collected and used them and they were more or less of scholarly and literary temperament. It was strange, however, in case of Akbar that, although he had not taken the trouble to learn to read, he was perhaps the most consummate reader, a listener keen to learn. "Experienced people bring them (books) daily, and read them before His Majesty, who hears every book from the beginning to the end. At whatever page the readers daily stop, his Majesty makes with his own pen a mark according to the number of the pages ; and rewards the reader with presents of cash, either in gold or silver, according to the number of leaves read out by them." (Malleon). By a peculiar acquisitiveness and a talent for selection, by no means common, he had made his own all that can be seen and read in books. He collected an enormous library of extraordinary pecuniary value, to which probably no parallel then existed or ever has existed in the world. All the books were manuscripts. Akbar cared nothing for printed volumes. When the inventory of his treasures preserved in the Fort of Agra was taken after his death, in October 1605, the books, written by greatmen, mostly by very ancient and serious authors, adorned with extremely valuable bindings, and in many cases enriched with costly illustrations by the best artists, numbered 24,000, valued at nearly six and a half millions of rupees". (Vincent Smith). Faizi, the great Persian scholar, was appointed by Akbar as the librarian of the Imperial Library. When Faizi died, his personal collection of 4,600 volumes were removed to the Emperor's Library. These were all numbered and catalogued. Generally arranged by subjects, the entire collection was divided into three main sections ; in the first were included poetry, medicine, astrology and music ; in the second, philology, philosophy, sufism, astronomy and geometry ; while in the third were classed the commentaries, traditions, theology and law.

Akbar took great pains to collect books from outside his dominions. He collected Hindu originals as also their translations and he saw to their being rendered into Persian. As described

in *Ain-i-Akbari*, "Each part of the library is subdivided, according to the value of the books and the estimation in which the sciences are held of which the books treat. Prose books, poetical works, Hindi, Persian, Greek, Kashmirian, Arabic are all separately placed. In this order they are also inspected."

Of the later Moguls, Jehangir, Shahjehan and the latter's eldest son Dara Sikhu as well as Aurangzeb took great care of the Imperial Library and considerably added to its collections. During Jehangir's reign, Maktub Khan was the superintendent of the Royal Library. Jehangir was a great lover of books and when he went to Gujrat he took a library with him. It is said that Dara Sikhu had translated several Sanskrit books in Persian, being himself an accomplished Sanskrit and Persian scholar. Many nobles also had their own library, that of Itimad Khan Gujrati being ultimately integrated with the state library by Akbar. The rulers of Mysore and Jaipur were also credited with good libraries. Besides these state and princely libraries, all educational institutions of the period, such as, those in Mithila, Ujjain, Mathura, Banaras, Nadia, etc. had libraries, in which arts, sciences, philosophy, religion and ethics and also medicine were well represented. The students and teachers of these educational institutions had access to the library. Unattached scholars also were allowed to use them.

Library building of the Mogul period reflected contemporary architectural style. It had its own grandeur, with marble floors, spacious, well-ventilated halls and rows of almirahs. Palm-leave and parchment manuscripts comprised the main stock, a few early prints at a later stage, not being over-ruled. On the pattern of libraries elsewhere in the East and the West—those in India were mostly patronized by the ruling princes—private or state libraries. Concurrently existed, however, a number of academic libraries in the well-known centres of learning. Scholarship was duly recognized and facilities for use of the library were extended to people outside the periphery of the respective institutions.

Another significant trend in the Mogul period should also be reckoned with. The Mogul Emperors, from Babar downwards, encouraged education for women, and it is said that 'Gulbadan', Babar's daughter, possessed a library, so also had 'Jeb Unnisa', daughter of Aurangzeb. Akbar established a library at Fatehpur Sikri with the specific intention of helping the spread of education among women.

With the decline of the Mogul period, especially when Nadir-Shah invaded India during Emperor Muhammed Shah's rule (1719-1748) libraries became a part of loot and pillage. Nadir Shah carried away with him the celebrated Imperial Library of Delhi to Persia. The valuable collections, carefully preserved by the Mogul Emperors as their most precious possession, were stated to have been considered merely as fruits of loot and were sold separately or in lots in the streets and markets of Persia almost for nothing.

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BEGINNING OF THE MODERN LIBRARY

LIBRARY DEVELOPMENT IN THE SEVENTEENTH AND EIGHTEENTH CENTURIES

CONVENTIONALLY, modern times begin from the seventeenth century, and characteristically, during this century the idea of the "Bibliotheca Universalis" was first initiated. The veil of censorship on profane literature which was a legacy of the medieval conception of what was to be read, still hang heavily throughout Europe, when Konrad Gesner, the founder of modern bibliography, Gabriel Naude, librarian with distinction, John Dury also a pioneer in library profession and Gottfried Wilhelm Leibniz, a scientist and historian as well as an able librarian, propagated the idea of "Bibliotheca Universalis", advocating more liberal policies of book provision in libraries. The approach to knowledge assumed a new standpoint with a turn to modernism. They contended that libraries should not try to be too selective in matters of contents of their collection and that the ideal library would include literature of entertainment value also. They also spread the idea that the library should be open to the public, discarding the prevalent practice of its being used by a restricted circle of readers. This culture period has been called the Age of Rationalism and Enlightenment, as the range of enquiry in dominant areas of human interest extended considerably. In all fields of human activity, and especially of human expression in government, economic affairs, business, arts and literature and in experimental science, a new inquiring mind was evident. As landmarks in the chronicle of production of reading materials, the seventeenth century saw the first publication of periodicals, in the late seventeenth century newspapers made their appearance ; and the first modern encyclopaedia was published in Switzerland in 1630. Such an extension of interest naturally made its impact on libraries and consequently on librarianship. As the renowned exponents of a new bibliothecal ideal, contributions of Naude', Dury and Leibniz need special mention.

Gabriel Naude

Gabriel Naude' (1600-1653) had a glorious career as a librarian. In 1627, he published 'Avis pour dresser une bibliotheque', which is the earliest printed monograph on librarianship. Naude advocated collecting all kinds of books, old and new, of famous authors as well as of those very little-known. He even held that authors considered to be heretical should also be represented in the library. His contribution to the ideas of the organization and administration of libraries led to the development of library collections, and from his time onwards such collections began to be counted in tens of thousands. He influenced the very early decision of the Bodelian library to add deposit copies from the Stationer's Company of London to its collection. It was Naude again who was much interested in the enlargement of the reading public. He was responsible for disseminating the progressive idea of lending of books for use outside the precincts of the library. He suggested that books should be allowed to circulate to "well-known persons of distinction". This attitude was obviously a departure from the existing practice in all libraries, where books could only be consulted within the four walls of the library. His mind was constantly engaged in the current problems of the library, of how to provide for more books for the library clientele, and he suggested in this connection that, the existing practice of purchasing expensive bindings should be discouraged to save money for acquisition of more books. He was similarly concerned about the construction of the library catalogue and logical arrangement of books on the shelves. He had something to say also to those who would like to come to serve in the libraries. In an age when professional training was non-existent, he advised the prospective librarians to cultivate relationship with other librarians and take counsel with them, to read extensively, anything "written however slightly", and for improvement of their bibliographical knowledge he asked them to closely study the catalogues of other libraries. Origin of the concept of the librarian as a specialist in providing bibliographical information and effecting suitable organization of the knowledge contents of library material to facilitate adequate service in respect of learning and scholarship may thus be attributed to Gabriel Naude. It was really unique for a seventeenth century librarian to look so far ahead and bring library and librarianship to a significant turning point of its long history. Paraphrasing Justus

Lipsius, he said that librarians, like kings and poets, had to be born.

John Dury

John Dury (1595-1680) was a professional librarian administering the King's Library, as assistant librarian. He might be called the first English library theorist. While serving in King's library he wrote two letters to Samuel Hartlib concerning the duties of a professional librarian. These letters were published in 1650 under the caption, 'The Reformed Librarie-Keeper'. His ideas of librarianship were very far-reaching and modern. He held the view that it was the purpose of librarianship "to chanellize the sources of knowledge to the appropriate enquiries". He was definitely more advanced than his contemporaries in formulating the principles of librarianship. He held that librarian should not only care for his books, but should also be sufficiently learned and accomplished to raise the standard of the under-rated profession to which he belongs. He raised his voice arguing that the librarians deserve a living wage, so that they could fully utilize their energy to perform their normal duties, which according to him would be as follows : (1) To pursue a positive policy of book acquisition to increase the library collection, (2) to prepare a catalogue and keep it up-to-date, and (3) to communicate with other experts "for the beating out of matters not yet elaborated in the Sciences." The librarian, according to Dury "must be a *master* of the sources of learning, both recorded and otherwise, whose task it was to *organize* those sources and to direct scholars in their effective use." (Ennis and Winger). He wanted the university library to be a centre of scientific and literary interest, and expected the university librarians to guide the readers and act as their advisers. He was perhaps a pioneer in advocating the use of the classified catalogue, which was actually a revolutionary idea in his times. His thoughts might have been too early for his time, but they were never lost to the profession, and have recurred in successive centuries, and have been ultimately accepted as modern concepts and implemented to a large extent by modern librarianship.

Gottfried Wilhelm Leibniz

Gottfried Wilhelm Leibniz (1646-1716) was an interesting and forceful figure in this culture period. He was a versatile scholar,

a highly knowledgeable person well-versed in philosophy, politics, history and mathematics. It is said that he disputed with Newton the discovery of integral calculus. He was in charge of the libraries in Hanover and Wolfenbuttel, two major libraries in Germany. He advocated for adequate financial support of libraries and upheld the idea that the librarian was the most important factor in aid of learning. He was in favour of quantitative collection, especially of the current literature and visualized the library as the depository of much practical information, as he was specially interested in applied sciences. Conventional literature had a pride of place in the seventeenth and eighteenth century libraries, sciences remaining of secondary importance. It was Leibniz who stressed the importance of the latter in connection with the building up of a library collection. The ideas of Leibniz greatly influenced the establishment, organization and administration of the library of the university of Gottingen, which was one of the most important libraries of the period.

Rationalism and Enlightenment reached its peak in the eighteenth century, making knowledge more quantitative in its orientation, which was the culmination of the idea of "Bibliotheca Universalis", and Leibniz made no mean contribution towards this idea.

Leibniz also planned to publish a six-monthly selected list of books or an eclectic bibliography, which could be cumulated and further expanded to constitute eventually a complete catalogue of existing human knowledge as contained in books. His spirit and enthusiasm caught the imagination of contemporary librarians and scholars, and he was often consulted by the universities and private collectors for his erudition and enlightened outlook, on all matters relating to books, culture and knowledge.

In Europe, the royal and princely libraries, as well as other private libraries flourished since the sixteenth century and a movement to shift the centre of activity to the municipal and university libraries gained momentum during the next two centuries, although a great doubt was still hanging as to whether a university actually needed a library, or whether the reading of prescribed text books only was sufficient. Owing to the well-developed personal libraries, learning was not concentrated solely in the universities. The former played an important role in library development of the seventeenth and eighteenth centuries. In spite of the pioneering efforts of Naude, Dury, Leibniz and others, "selectivity was still an essential attitude

of the library” (Landheer). For the number and quality of libraries, Italy was outstanding, inasmuch as it had such big libraries as the Laurentian Library in Venice, the Ambrosian Library in Milan and the Vatican Library in Rome, functioning fully.

Bodelian Library

The most remarkable fact in the seventeenth century library movement was the establishment of Oxford’s Bodleian library in 1602, with 2,000 volumes. Sir Thomas Bodley gave up his career as a diplomat and engaged himself heart and soul, “to set up his Staffe at the Librarie dore in Oxon”. By 1620, with his own endowments and with gifts of books and donations from some of his wealthy friends, he increased Bodleian library’s stock to 16,000 volumes. Collections of Earl of Pembroke, Sir Kenelm Digby and John Seldon were either purchased or obtained as donations to establish this library on firm foundation. Bodleian library came to be known as such after 1649, “the title of office, Bodley’s librarian, perpetuates for ever the name of the man, who created the first functional library of modern times”...“Around the turn of the seventeenth century, there were almost 25,000 volumes in the Bodleian”. (PREDEEK).

LIBRARY DEVELOPMENT AND ADMINISTRATION

The Role of the Bodleian Library

The most significant cultural trend of this century can be traced, in the conception, establishment and development of all cultural institutions to the initiative and generosity of a few private individuals, and not owing anything to the munificence of the kings and nobles. This was especially true in England, the institutions of higher education and their libraries being no exception. The latter had to wait till the Elizabethan Age to fulfil their aspiration of intellectual and material progress. A steady income for any university or college library was unthinkable during this period, which perhaps accounts for the very tardy growth in their collections. Gifts from private collectors were the main source of acquisitions. The characteristics of all such gifts was that they were invariably covered by certain statutes, reflecting the wishes and purposes of the donors. The primary motive might have been to ensure the collections from thefts or mutilations, as otherwise

it is difficult to appreciate why Bodley categorically ruled that only the graduates and founders could use the books. It is stated that Samuel Pepys, who donated his library to Magdalene College in Cambridge laid down a condition that the shelving system devised by himself must not be disturbed, nor the collection to be moved to any other place. It was to be kept as such, without any attempt being made to make any additions to it. Cambridge has still been observing these regulations scrupulously.

Lending of books and manuscripts was a far cry, however much the librarians might feel about it. The practice of chaining the books was still prevalent. It is said that even King Charles I and Cromwell were refused the loan of some materials from Oxford's Bodelian. A departure was, however, made in this age of chained books, in the Cambridge University Library alone, which encouraged lending, almost from its very inception. The most notable borrower of books and manuscripts of the age was perhaps Dr. Samuel Johnson. He borrowed from wherever he could, colleges, universities and private collections ; and made use of them as his personal material, often copiously writing marginal notes in the borrowed volumes. It is said that, "after his death, it was virtually impossible to determine what belonged to him and what belonged to others" (Predeek). Dr. Johnson was a great connoisseur of books, but he was an indifferent borrower, so far as libraries were concerned.

Library Catalogues : Pioneering efforts of the Bodelian Library

With the bringing out of the first printed catalogue of the Bodelian library in 1605, the history of English cataloguing started. In this first, and the second catalogue published in 1620, we find considerable differences. Whereas in the former, books and manuscripts have been classified according to the four faculties, further arranged according to author, with an author index as an appendix ; the latter has the titles arranged in one alphabet, which is obviously an improvement. Prior to this, the utility of the catalogue was not adequately understood. There was no clear conception about its nature and purpose. This was primarily considered as a tool for taking inventory, keeping the arrangement of entries in order of the shelving of the books. "Bibliographical entries were capricious and inexact, often incorrect" (PREDEEK).

Beginning from Bodelian catalogues onwards, the catalogue became distinct from the shelf-list. Bodelian was credited with a

third catalogue in 1674 in two folio volumes, which contained entries of printed books only, excluding the manuscripts. It was a much improved tool with analytical entries for polygraphic collections, with identification of anonymous authors, and cross references. Bibliographical accuracy and correctness were later achieved with the Bodelian catalogue published in 1783. Thus, in the seventeenth and eighteenth century England there was a significant development of Catalogues, centering around Oxford. It is also curious to note that the Cambridge University Library has never had a catalogue.

The Librarian

Although we find professional librarians, viz. John Dury, Stephen Batman, Dr. Thomas Smith, Patrick Young etc., in charge of the big private libraries of the time, the university and college libraries were generally administered by clergymen. The oldest Oxford statute mentions a 'chaplain' as librarian. Thomas James, who was responsible for the second edition of the Bodelian catalogue, had the designation of 'Protobibliothecarius Bodelianus', later known as Bodelian Librarian. An annual salary of £40 or Rs. 560/- only, was what the librarian used to get. Such miserable salary forced the librarians of the time to supplement their income from other sources. It was left to John Dury to crusade against this miserable plight of librarians and ask for a living wage. Although great libraries were in the process of development, librarian's profession seldom attracted men of erudition and scholarship. As Predeek says, "It is little wonder that the library profession had no attraction for able men who took refuge in professorship or clerical livings". In the colleges, a professor administered the library as a part-time assignment.

The Cambridge University Library

Among the libraries, the origin of which can be traced back to the Middle Ages the Cambridge University Library is one. Established in the earlier part of the fifteenth century, it had a promising period in the second half of the sixteenth century, but the notable phases of its development had to survive much stress and strain which it had experienced during the English Reformation. In the stormy years of Henry VIII's rule it escaped violence, but after Henry's death, and in 1540, it was not spared from the attack by the

masters of the state, when much of its stock was confiscated, reducing it only to 180 volumes. Years later, it was favoured with a magnificent gift of books and manuscripts from Mathew Parker, Archbishop of Canterbury. The cramped quarters of the library, unlike Oxford, acted as a damper to the rich donors and it felt badly the need of a new building, for which it had to wait more than a hundred years. The civil war intervened and the Cambridge Library virtually became stagnant during the seventeenth century. Its total stock was much below the Bodelian. But it differed from the latter significantly in that, it was perhaps the only university library of the age to allow unrestricted use and borrowing of books, from its very inception. Although it was not rich in collection as compared to the Oxford University Library, it had the good fortune of administration by noted scholars of the day, and Wheelocke and Moore held the distinguished office of the librarian of the Cambridge University Library for a considerable period.

During the eighteenth century, however, fortune favoured this library, when it received the collections of the Royal Library, the famous royal gift of 30,755 volumes of books and manuscripts. The members of the University had free access to the collections and had unconditional borrowing privileges, which was unthought of in its sister library at Oxford. Of the eighteenth century Cambridge librarians the name of Conyers Middleton stands out prominently.

Turning Point : Eighteenth Century Development

The political disputes of the seventeenth century were marked by an intellectual upsurge, when the doors of most of the private libraries were either opened to outside readers, bringing the books into circulation or they steadily flowed into the shelves of the university libraries as gifts. Such gifts and endowments were the only sources to augment their stock. During the closing years of the seventeenth century, political and economic conditions became stabilized in England, which encouraged the establishment of many cultural institutions and libraries. Following the foundation of the Royal Society in 1660, many philosophical, scientific and medical societies came into existence. The industrial revolution brought in its wake the evolution of the national economy from mercantilism to free trade. The intellectual impact of the ideas of Adam Smith and Edmund Burke, permeated the social,

political and economic life of the people and a new literature was born in the writings of Addison, Dryden, Pope, Swift and others. Berkeley and Hume developed the thoughts of Hobbes and Locke and there was an all-round social, economic and intellectual development not witnessed in the earlier period. The eighteenth century, thus proved to be a boon to all cultural developments and during this century the beginning of the functional libraries could be traced. From 1730 onwards this new trend was discernible and eighteenth century was really a favourable period for libraries in England, Scotland and Ireland. Although during the period under review, there were no libraries owned by the community and supported by public appropriation, this Age of Rationalism and Enlightenment saw the development of the universities and their libraries, the proliferation of cultural institutions and learned bodies, and an intense intellectual and literary movement, which gained in momentum as the century turned round the corner.

The French Revolution and Libraries

The story of the eighteenth century library development would remain incomplete without the mention of the French Revolution and its impact on libraries. The French Revolution resulted in the confiscation in 1789 of the church libraries. Their collections and those of emigrants became state property. The revolutionaries confiscated the collections not only belonging to the church, but also those belonging to the rich nobles, counter-revolutionaries, as well as the external enemies of France. They collected the confiscated books in large depots with the main purpose of augmenting the stock of their national library—the *Bibliothèque Nationale* in Paris. Two famous French librarians, Ameilhon of Arsenal and Joseph van Praet of the former Royal Library steadfastly worked in these chaotic days and the latter was able to indentify and select about 300,000 books and many valuable manuscripts which became the property of the people, having been integrated with the collection of *Bibliothèque Nationale*. It is said that van Praet depended solely upon his own memory to accomplish this memorable task. The duplicates were distributed to various cultural and research centres throughout France. Only in the French Revolution we find that the librarian has been solely responsible for the bibliographic planning of the nation. This new concept was the outcome of the revolution. The revolutionaries planned the Biblio-

theque Nationale on a grand scale, which was one of their concerns ; they also made effective and actually implemented the modern concept of library service—the democratic extension of library services to the people in general, irrespective of wealth or education.

The special privileges enjoyed by the Church, the Kings and the nobles in respect of culture, education and enlightenment through the institution of libraries, was a legacy of the Middle Ages and earlier periods. These started crumbling during the Age of Renaissance and Reformation and the concept of functional libraries grew in the seventeenth century, ultimately leading to the democratic and modern concept of libraries for all, after the French Revolution. The revolutionary ideas caught on the imagination of other countries of the continent, as we find that in Germany too, confiscation of libraries of churches and convents brought about the enrichment of their state and municipal libraries. The conventional modern period of history, beginning from the seventeenth century, saw a significant phase of library development, initiation of new ideas and practices in librarianship and recognition of the role of the librarian in the national planning. Between Renaissance and the French Revolution the World made significant progress, which was reflected in the world of libraries too.

LIBRARIES IN INDIA IN THE SEVENTEENTH AND EIGHTEENTH CENTURY

In keeping with the cultural trends of this period, libraries developed in India, more in the private collections of Kings and Emperors, although eminent scholars and the seats of learning had their own share of books and manuscripts, for imparting instruction and helping the development of scholarship. Sometimes libraries were housed in temples, exclusively supported by the contemporary rulers. Following the demise of Akbar, the successive Mogul Emperors were more intent on and pre-occupied with the consolidation of their power and hegemony ; and in the backdrop of wars, intrigues, shifting of alliances and alignments of power, India's cultural heritage was in grave danger of suppression, subversion and total annihilation. That even in this state of flux, good libraries were being maintained, bears testimony to India's traditional faith in culture and enlightenment. Political

instability was not allowed to interfere much with the cultural developments of the time. This was no doubt due to the fact that, rulers in general, Muhammadan or Hindu, in north, south, east or west of the country, were essentially culturally minded and it was an article of faith with them, generally speaking, to have prestigious collections of their own.

Temple Libraries

Johann Georg Buhler, the noted German orientalist, who gave distinguished service in India in the nineteenth century, records the fact that, in two Jain temples in Cambay, there were over 30,000 manuscripts, pertaining to philosophy, religion, literature and sciences known to India, in Sanskrit and other oriental languages. A very prosperous library housed in the Temple of Saraswati, the Goddess of Learning, is also on record. It was one of the most well-known royal libraries, credited to King Bhoja of Dhar.

Tanjore Library

The origin of the palace library of Tanjore, in South India, known as Saraswati Mahal Library, may be traced back to the end of the sixteenth century. During the two successive centuries the name and fame of the library was so widespread that scholars flocked to Tanjore to make use of its magnificent collection. It is perhaps one of the oldest libraries which has still been in existence. Although Buhler has stated that the palace library of Tanjore contained over 12,000 manuscripts, which might have been on the basis of his earlier reckoning, the Tanjore library is now stated to have more than 20,000 manuscripts, written in addition to Sanskrit, in Devnagri, Telugu, Malayalam, Bengali, Panjabi, Kashmiri and Oriya scripts. It is said that 18,000 volumes of this stock are on palm leaves.

The library in its nineteenth century setting was founded or re-established by Sarabhoji Maharaj, in 1820. His son Sivaji augmented its stock considerably. Some of the manuscripts it contains are written in archaic Gandhara script. A catalogue of its 12,375 books was published by Burrel. It is actually the surviving or successor library of the sixteenth and seventeenth century palace library of Tanjore, organized by Telugu Nayak kings of Tanjore, later inherited by Maharashtrian conquerors and developed by them into the Saraswati Mahal Library.

Library of Kabindracharya of Banaras

Banaras is the most important religious centre of India since the ancient times, it is also a traditional centre of culture and learning. Francois Bernier, the seventeenth century French traveller, described Banaras as Athens of India. His itinerary in India covered a wide area and wherever he went, he never forgot to record his impressions of the cultural and social life of the people of the country. In Banaras, he found a quiet cultural corner of a famous scholar of the day—Kabindracharya. It was not centre of instruction in the traditional sense, but according to Bernier, Brahmins and other devotees flocked there for instruction and inspiration, especially due to Kabindracharya's fame and also to make use of one of the most valuable collections of the time. Bernier describes Kabindracharya's collection as a library virtually over-flowing with manuscripts in Sanskrit language, on all subjects. The library was situated in a beautiful surrounding. According to him, Emperor Sahjehan used to respect Kabindracharya for his erudition and Prince Dara recognized him as his spiritual mentor, comparing him with Sankaracharya.

The Palace Library of Jaisingh II

Maharajah Sowai Jai Singh (II), the King of Ambar, was the founder of the walled city of Jaipur. He was a King with scholarly pursuits. About the year 1724, he established his famous palace library, the characteristic feature of its collection being books on Astronomy, books in Sanskrit, Greek and Arabic languages. He was the earliest promoter of astronomical sciences in India and his library contained the accumulated results of his unique researches in Astronomy. He consistently and assiduously collected books from the four corners of the world, and it is said that he even sent emissaries to Portugal to collect books on astronomical sciences. He was an enthusiast of the science to such an extent, that he built the famous observatories—Jaipur's 'Man Mandir' and Delhi's 'Jantar Mantar' which still give delight to visitors and sight-seers.

Emulating Jai Singh, the princely houses of Bikaner and Jaisalmer had also established significant palace libraries.

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LIBRARY IN THE NINETEENTH CENTURY

BEGINNING OF LIBRARY SCIENCE AND THE PIONEERS

THE END of the eighteenth century and the first few decades of the nineteenth, witnessed perceptible development of libraries, this being a period in which quantitative factor began to dominate such development. Populations increased, nationalism became the predominant political ideal, and the need for democratization of knowledge was being increasingly felt. These were the factors of motivation for this development. The nascent industrial revolution in the U.K. created among the social classes persistent demands for books and general education ; and there were people enough who could afford time and means to satisfy cultural needs. Such was the background when librarians began to be vocal about their profession and speak about library science. They were in search for common principles of library work, they were beset with problems of their growing libraries, and in their attempt to solve such problems and enumerate common principles they displayed sufficient forethought which is evident in their writings and practical achievements. Martin Schrettinger, librarian of the Bavarian State Library, stated in one of his writings that, "to dispel the chimera of detailed technique is to lay the foundation of a genuine library science." It has become a truism in library philosophy of the late twentieth century. He completed the alphabetical catalogue of the Bavarian State Library. F. A. Ebert was his contemporary at Dresden. He authored a manual entitled "The training of librarians". He was a scholar in Greek and Latin and his idea was that a German librarian should also learn English, French, Italian and other European languages, and if possible, a smattering of Hebrew. Envisaging a scholarly librarian, he expected the librarian to have good knowledge of history, literary history, bibliography and basic diplomatics. To complete the circle of knowledge the study of encyclopaedia was also prescribed by him.

Sir Anthony Panizzi (1797-1879), who was an Italian refugee in England, received an appointment in the British Museum, becoming its 'Keeper of Printed Books.' He imbibed the ideas of

Schrettinger, Ebert and other German librarians, applying the techniques advocated by them. He prepared a Cataloguing Code for the British Museum, which he had to defend with all his knowledge and resources when there was an attack on the Code. His policy finally established cataloguing codes as a special province of librarians. "The British Museum", he wrote, "is not a show, but an institution for the diffusion of culture. It is a department of civil service, and should be conducted in the spirit of other public departments".

Panizzi's contemporary, Edward Edwards, who was also working in the British Museum, was an early advocate of free public library service. In a letter in 1848, written to Lord Ellesmere, he thoroughly exposed the nature of libraries existing in U.K., their inadequacy as to serve the common man, of the enormous difficulty the general public had in getting access to the libraries. The movement initiated by him caught on rapidly, which resulted in the mid-nineteenth century in the establishment of free public libraries in large cities and towns of England and U.S.A.

The British Museum, and the brilliant work of Panizzi made great impression on the European library world, especially on the Germans. The trends of thought of the pioneers in Europe and U. K. also found their way to the United States and there was almost simultaneous library movements in U. K. and U.S.A., promoting a new consciousness among librarians, for establishing a self-sufficient career. The self-consciousness so aroused, led to the qualitative appraisal of different kinds of library work, and librarianship came out of its hitherto ill-defined premises to dynamic and definitive attitude towards its responsibilities. Library Science in the nineteenth century started with a bang, and a band of pioneers began serious work in America also. During the second-half of the century some highly specialized performance of American pioneers and their valuable contributions to the literature on the subject, laid the foundation of the flourishing profession of librarianship. Charles Coffin Jewetts' scheme for a national union catalogue, and attempts in establishing a national library ; starting of the "Poole's Index" by William Frederick Poole of Yale College ; publication of Melville Dewey's "Decimal Classification and Relative Index" ; publication of the "Expansive Classification" and "Rules for a Dictionary Catalogue" by Charles Ami Cutter; and John Stuart Billing's "Index Medicus" were all pioneering

attempts and works of distinction, which definitely contributed in shaping the future of Library Science, forging the links for a cohesive consciousness of purpose. There was a great movement at professional level gaining momentum in the New World, and to the birth of the New Era, which culminated in the creation of great national and university libraries and paved the way for a free public-library-movement. The contributions of these pioneering librarians were undoubtedly significant.

Apprised of the problems of library administration and of the responsibilities and complexities of growing libraries, the individual attempts by librarians at solving the problems came to be increasingly supplemented by corporate and co-operative efforts. The birth of the American Library Association is an example of this trend. The librarians congregated together for the first time in a conference in 1853, and after years of concerted efforts, the American Library Association was founded at Philadelphia, in the year 1876. Justin Winsor of Boston Public Library and of Harvard was its first president. During his tenure of office he made outstanding contributions to the literature of library science in the administrative reports. Very significantly, the American Library Journal was also first published in 1876.

Another important event of the time aimed at the advancement in the profession was library instruction, the starting of the first school of librarianship in 1887, by Melville Dewey. Education for librarianship was an emerging idea and its foundation was laid with the starting of this school.

The above account of the development of the concept of library science and of the pioneering efforts in this regard in the two continents, relate to the most outstanding cultural trends of the nineteenth century. Libraries with their hoary past, dating back to Antiquity, have survived through the Dark Age and the persecutions of the Reformation ; have taken new life through the Ages of Renaissance, Rationalism and Enlightenment, and have embarked on a new career in the New Era, ushered in the nineteenth century. Further development of the existing libraries has also been spectacular in this century, and in this eventful period the National Libraries took firm roots in the context of nationalism and popular needpatterns.

Further Evolution of the Book

Along with the development of the library we have traced the development of the book and other reading materials, the latter being the core of its very existence. Technological innovations which made possible the change-over to the printed book-form made further progress in the nineteenth century, with the appearance of the stereotyping and the cylinder press. Coloured ink came to be used in books, and the century saw much of fine printing. Of other developments relating to the evolution of the book during the period, mention must be made of the use of wood as a source for paper, of cloth being used as a binding material; and of the copyright legislation, enacted in England and other countries. These factors led to the cheapening of the cost of production and binding of books, and started a regular flow of publications, with the publishers' and authors' rights properly protected under the law.

Spectacular Growth of the Existing Libraries

One of the significant trends of the century has been the perceptible augmentation of library stock. This was due to two factors. On the one hand, appropriations started to be made for libraries which till then had to rely on gifts almost exclusively, and on the other, the wave of nationalism became a determining force for library development. "The period from 1815 to the present has been characterised historically, by nationalism" (HESSEL).

The stock of the Bodleian library had a phenomenal growth during the nineteenth century. Through depository rights, and big donations and gifts, the library's stock was more than doubled, bringing the printed book-stock to 260,000 volumes and manuscripts to 22,000 volumes. The first decades of the century were propitious for enlarged acquisitions, and by the middle of the century Bodleian surpassed all other libraries in England in stock and value.

For the British Museum there was an annual appropriation of £ 1,000 first initiated in 1812-15, for augmenting the stock of the library, which till then had to rely on occasional gifts for its growth. This enabled the library to acquire the books and manuscripts belonging to Baron Von Moll of Germany, and the valuable library of Joseph Banks, President, Royal Society, and the library of King George IV. These were negotiated in 1827 and 1837, res-

pectively. The Edgerton and Arundale manuscript collections were also acquired in 1829 and 1831. respectively, and by the middle of the century the British Museum library came to be ranked among the biggest in Europe, with 240,000 volumes approximately.

In the world of British Universities reformation started by the middle of the nineteenth century. The industrial, commercial and general economic development of the nation was responsible for a strong movement to wean away the universities from the hegemony of the High Church and propertied classes. For modernizing the administration, as well as methods of instruction and research, for consolidating important libraries with the Bodleian, for relaxation of the rules for use of the library and for closer co-operation of the college libraries, there was a sustained movement. Some results could be achieved after the passing of the Oxford and Cambridge Act of 1877. But this movement encountered very strong opposition, especially on the issue of more liberal use of books. Although Cambridge could achieve it easily, "outside loan and co-operation still remained insuperable problems in Oxford". (PREDEEK).

- In Cambridge University Library, the idea of guiding readers and scholars by bibliographies and references to a catalogue indicating location of books was keenly felt. Its library was accessible to readers and loan was also permissible to some extent. But unlike Bodleian, it lacked a proper Catalogue, which was the main administrative headache of its librarians, especially, Power and Bradshaw. Towards the last quarter of the nineteenth century, Cambridge acquired the notable collection of Lord Acton, consisting of 20,000 volumes.

London University was born in this century. It was formed by the consolidation of several colleges, or exactly, it was a consortium of the King's College, University College, the University and the London School of Economics. Some sort of co-operation was established between their libraries and the relation between the University, college and seminar libraries was successfully regulated for the first time in the history of library development in England. Co-operation relating to library matters extended to the policy of acquisition of books—the group of libraries belonging to the university supplementing the acquisitions of King's College and the School of Economics—as well as to the policy of their utilization—patrons of one library being granted privileges of borrowing from the other libraries.

The growth of the library of the British Museum, of Oxford's Bodleian, of the Cambridge University Library and of the group of libraries of the London University, as well as the developments in the Scottish University libraries, demonstrate clearly the cultural trends of the nineteenth century, which constitute several determining forces, such as, the growing sense of nationalism and democratization of academic institutions, and the growing consciousness of the librarians about the enlarging functions of the libraries and their own responsibility in their adequate administration and organization.

NATIONAL LIBRARIES

The general historical conditions of the age was also propitious for the growth of the National libraries, and the nineteenth century proves to be the most fertile period, for sowing the seeds of these prestigious libraries throughout the world. Some of these national libraries might have had an earlier date of foundation, but the main emphasis on its national character, state recognition, security of consistent growth, and organizational and administrative improvements, has been witnessed in the nineteenth century. Brief historical accounts of some of the most important national libraries of the world, especially, of the British Museum, London ; the Bibliothèque Nationale of Paris ; the Library of Congress, Washington ; and the Lenin State Library of Moscow, would be important narratives in the over-all story of the library—developing in the cultural context of the period, and in conformity with the general trends of civilization.

The British Museum

The British Museum was opened at the Montagu House, on January 15, 1759, but its administration was officially recognized after 1835, on the basis of an Act of Incorporation of the British Parliament. A series of incidents paved the way for the foundation of the British Museum. "In 1752, the Curators of the Cotton Library petitioned Parliament for the erection of a suitable building to insure its future availability to the public. In 1753, Parliament approved the purchase of the famous manuscript collections of Robert and Edward Harley on condition that it be united with Cotton Library. Sir Hans Sloane offered in 1748 his house, museum of art

and natural history, and library of 40,000 printed books and 3,500 manuscripts to the public ; and the Sloane, Cotton and Harley collections were united to form the British Museum by an Act of Parliament". (PREDEEK).

Administration and control of the British Museum was handed over to a Board of Trustees, by the Act of Incorporation, and the Archbishop of Canterbury was the first president of the board. During the eighteenth century the administrative apparatus remained uncoordinated with inadequate library staff, and the total library staff, including the principal librarian grew to 80 only in 1835. Starting from 1812-15, an annual appropriation of £ 1,000 was sanctioned for purchase of books and manuscripts. Sometime later, "Parliament appropriated the means for the erection of the noble reading room which was named the King's Library, and still ranks among the handsomest library halls in the world". (PREDEEK). The library shifted to this new building from the old Montague House by 1852.

Questions arose, however, as to the extent of the use that was being made of its magnificent collection, about the restrictive provisions of statutes so far as access to the library was concerned, and about its general drawbacks in reader-service as compared to big libraries in the continent. Patrons started complaining, Press became critical, and the public felt dis-illusioned for all sorts of statutory and traditional deterrents and dis-incentives, which ultimately led to the appointment of a Parliamentary Commission of investigation, in 1835.

The Commission revealed some interesting findings. The highlight of the investigation was the testimony of Panizzi. It displayed such remarkable insight into the real causes of the administrative failures and lacuna in policies pursued, that the Commission readily "recognized the fact that most of the faults were traceable to insufficient funds, and shortage of personnel and space. Furthermore, it was revealed that the criticism was actually directed at the business affairs and policies of the board more than at the administration of the library". (PREDEEK).

Panizzi gained the enduring confidence of the board of trustees and was appointed in 1837, as "the Keeper of Printed Books", assuming leadership in all affairs of the library". "Panizzi's great purpose was to make the British Museum as a hive of national culture and of world literature. It was to be a collection of the best and

most valuable works of all times and all nations, for serious scholarly research". (PREDEEK). Panizzi was cognisant of the lacunae in the library's collection. Standard German works were lacking, along with gaps in other fields. From 1837 to 1847, he systematically collected works in all subjects to fill up such gaps. He was backed by an ad hoc grant of £ 4,500. In course of his scholarly pursuit he became acquainted with many noted book-collectors of the time, from one of whom, Thomas Grenville he managed a gift of his entire library of 20,000 volumes of finest and rarest works ; early imprints and first editions, which was valued at £ 56,000.

Panizzi thoroughly reorganized the administrative set up of the library. Unfortunately, however, for his being an Italian national, a calculated campaign was started against him, resulting in the appointment of another Commission to investigate into the working of the library. This time too, Panizzi vindicated himself and in his defence laid the foundation of the modern library science. Against much opposition, coming from the protagonists of subject catalogue, Panizzi established his contention that, an alphabetical author Catalogue with a subject index would be more scientific and useful. He set up a code of rules of entry, deprecating the practice of making entries according to old catalogues. Regarding printed catalogue, he held firmly the opinion that the catalogue should not be printed unless the entire manuscript is ready from A to Z. The printing of the British Museum Catalogue was taken up in 1881 and completed in 1905, including holdings upto 1900.

Panizzi succeeded Sir Henny Ellis in 1856, and retired in 1866, devoting these ten years to internal administration and organization. In 1857, the new reading room of the library was opened with 450 seats, and a reference collection of 25,000 volumes. His successors, Jones, Bond, Thompson, Kenyon, Hillard, Forsdyke contributed to the further expansion and development of the British Museum. Since 1926, Arundale Esdaile had been in charge of it.

It is interesting to note that inspite of modest salaries, positions in the British Museum have been filled up by scholar librarians, thus establishing a tradition which still exists. Since Panizzi's days, qualified university men were taken as apprentices and given in-service training to build up the professional staff of the library. That the method yielded good results, has been borne out by the fact that, men like Richard Garnett, Coventry Patmore, Edmund Gosse and Robert Proctor were among the

long line of distinguished scholar-librarians of the British Museum. Sir Frank Francis is the present Director and Principal librarian, Sir Arundale Esdaile, the bibliographer and author of noted books on library science, being his immediate predecessor. The government of the British Museum has remained the same as it was in Panizzi's days. Its fame has spread far and wide ; and librarians and scholars from different regions of the world have been making pilgrimage to this Mecca of books since the nineteenth century and the brilliant days of Panizzi.

Bibliothèque Nationale

The origin of the collections which ultimately formed the core of the Bibliothèque Nationale is credited to the French Kings. It was Francis I, who brought together the royal collections at Fontainebleau. Charles IX, shifted the collections to Paris. The library was considerably expanded and enlarged by Louis XIV (1643-1715). It was during his reign that the library took more of public character, and in 1692, it was thrown open to the public twice a week. The French scholar and humanist Guillaume Bade (1467-1540) who became Secretary of Louis XII, influenced Francis I to combine the royal collections and form the library at Fontainebleau. Revival of interest in Greek scholarship and an intellectual camaraderie with most of the learned men of his time, such as, Erasmus, Thomas More and Rabelais, established him as one of the foremost intellectuals of Reformation. Origin of the Bibliothèque Nationale owes much to his power of persuasion and intellectual support.

In the eighteenth century, after the French Revolution, when the Church libraries were confiscated in 1789, this national library of France received a collection of 300,000 valuable books and manuscripts, diverted from the confiscated stock by the revolutionaries. The name of Joseph van Praet of the former Royal Library is prominent in this connection, as it was through his unusual capacity to remember and select the most valuable works of the Church and Royal library, that this feat was made possible. The revolutionaries had their own plan for the Bibliothèque Nationale, which was included in their programme. They not only augmented its stock considerably, both in quantity and quality, they also saw to it that this library was thrown open to the public in real sense of the term. The democratic extension of library service to all

people was their objective and they reconstituted the *Bibliothèque Nationale* to conform to this ideal.

At the beginning of the nineteenth century *Bibliothèque Nationale* held 250,000 printed volumes, 83,000 manuscripts and 1,500,000 engravings. Of its librarians, Leopold Delisle (1826-1910), a renowned scholar in history, paleography and printing was most outstanding. He arranged the manuscripts and started the general catalogue in 1897, 183 volumes of which had appeared by the end of 1955. Its sheaf catalogue, bound in volumes, dates back to 1882. It is divided in two parts, one for authors and the other for subjects. In volume I of Delisle's catalogue begun in 1897, a historical account of the library is available.

As expected, the *Bibliothèque Nationale* is the largest library in France, with about 4,500,000 volumes of books and manuscripts. Among its rarities it is proud to possess the ancient Egyptian book "The *Prisse Papyrus*", which is believed to have been written before the end of the third millennium (2880 B.C.).

Library of Congress

The Library of Congress was founded in 1800 with a small collection of 3,000 volumes. President Thomas Jefferson took keen interest in the affairs of the library, which, however, was completely burnt and destroyed by the British when their army set fire to Washington, in 1814. It was re-established the next year when Jefferson offered congress his valuable personal collection of 6,400 volumes, which formed the nucleus of the new library. Its growth was not spectacular at the beginning, but in course of the century it came to possess an almost complete collection of historical literature published since 1870. At the turn of the century it also acquired old Americana. Although it enjoyed full copyright privileges since 1870, it started receiving two copies of all works published in U.S.A. since 1846. This accounted for considerable augmentation of its rather meagre stock. It also embarked upon a system of international exchange since 1867, and this procedure brought the library official documents from most of the countries of the world, and the publications of numerous learned societies and research institutions. In 1899, Herbert Putnam, the renowned librarian of the Boston Public Library, was appointed Librarian of Congress, when it moved to its new building. The real growth of this national library was witnessed since the time of Putnam. In

1897, it had only 800,000 volumes which increased to over 6,000,000 volumes by 1939, a great feat for any national library to have accomplished within a span of about 40 years. A few years back, its stock was estimated at more than 10,000,000 volumes, exclusive of non-book materials.

It has a formidable stock of manuscripts, maps, plans, pictures, engravings, etc. The growing size necessitated separate subject and specialized collections. "The unique accomplishment of the Library of Congress lies in the fact that, despite relatively modest funds and without noteworthy endowments before 1925, it has been in position to offer 'the unusual book for the unusual problem' in most fields, and to serve the entire nation as a research library, which rarely fails to satisfy a request". (PREDEEK).

Like most other national libraries, the growth of the Library of Congress was slow. It was largely due to Congressional indifferences at the initial stages, and of Congress's parsimonious attitude, which prevented it from purchasing important and complete collections from the European market. Actually after the acquisition of the Smithsonian collection in 1846, the opportunity for creating a national library was presented. Within a century of its existence it grew to the extent of being termed the biggest library in America.

The Library of Congress started printing catalogue cards early in 1901, and undertook the difficult but important task of central cataloguing or the Union Catalogue for the entire country. It felt the need for bibliographical services and served the people as such. It has actually become the hub of the entire library system of America, the larger and smaller libraries recognizing the advantages of co-operation with the Library of Congress. For any administrative problem or for improvement and simplification of their own cataloguing, other libraries seek its help. Its union catalogue, which was financed by a Rockefeller grant, has become the most important and formidable bibliographical tool that the nation could have. The growth and development of the Library of Congress also owe much to the zealous efforts of its librarians, especially, Ainsworth Spofford (1864) and Herbert Putnam (1899). The spectacular achievement of 1897, when it moved to the newly constructed building, was envisaged by Spofford in 1861, when the Library of Congress consisted only of 2 rooms, 7 people and 63,000 books. Putnam earned the praise of the Congress for his meritorious efforts to build up the stock of the library and raising it to a position

comparable with world's largest libraries. After serving for forty years, he became Librarian Emeritus in 1938.

It has its own classification scheme, as the British Museum has its own ; which was worked out originally by Martel and Stefansson, and quite a large number of American libraries have adopted the scheme. It has also published a 'List of Subject Headings' which is perhaps the most comprehensive list yet brought out, and is extensively used by libraries of the world. By present calculations, it possesses 12,752,800 books and pamphlets, and 43,132,000 items including manuscripts, maps and recordings. L. Quincey Mumford is its present Chief Librarian.

Lenin State Library

The Lenin State Library, the national library of the U.S.S.R. is historically the greatest library of the country. The most important phase of its development has been witnessed since the Revolution. The French Revolution was responsible for the tremendous strides that *Bibliothèque Nationale* made during the nineteenth century ; similarly the Russian Revolution gave an unprecedented spurt to the phenomenal growth of the Lenin State Library, trebling the number of volumes of its stock in course of about thirty years. Although in the general manner of development, it was partly the result of government confiscation of private libraries, the major reasons for its growth were due to the socialist rulers' deliberate and purposeful objectives of the promotion of the spread of knowledge and placing library collections at people's service.

The origin of this library is traced to the Rumyantsev Public Museum in Moscow, founded in 1862. It had a chequered existence in pre-revolution days, when its resources were not formidable. Although the politicians, scholars, writers and other intellectuals of Russia were very much conscious and solicitous about it, it hardly made notable development, its collections remaining inaccessible to a wide circle of readers. Its real history began with the Revolution.

Lenin, the foremost leader of Russian Revolution, attached great importance to libraries, regarding them as one of the most important indices of a country's cultural level. "He took a very close interest in libraries ; and as he himself was a constant library-user, he saw with his own eyes how terribly backward our country

was in this domain. As early as 1913, he dreamed of throwing open to the masses huge libraries with hundreds of thousands and millions of books". (KONDAKOV). "In an article, 'what can be done for public education' written in 1913, Lenin criticized public libraries for their lack of contact with the people, and urged them to put their pride not in the number of rarities, ancient books or manuscripts in their possession; but in the extent to which books circulate among the people, the number of new readers attracted and the speed with which any request for a book could be met". (KONDAKOV).

When the Soviet Government established its headquarters in Moscow, the importance of the Rumyantsev Library was recognized, and it began to be considered as the country's central library. Private libraries and personal book collections were nationalized and volumes in millions flowed into this library. Large sums were also appropriated by the government for the purchase of books ; and a dynamic policy of acquisition of the best publications of the nation as well as of world culture, was pursued for augmentation of its stock. On February 6, 1925, the Rumyantsev library was renamed after Lenin and became known as the Lenin State Library of the U.S.S.R. The Soviet Government consistently supported it, guided its policies, so that, the library not only grew up in stature and resources, but also imbibed all the characteristics of a new socialist library. Twenty years later, in March 1945, the library was awarded the Order of Lenin, the highest recognition of the Soviet Government, for outstanding services in the collection and keeping of books, and in the provision of books to the population at large. In July, 1962, this largest cultural and educational institution of the Soviet Union, completed its first hundred years of existence.

"The Lenin Library's collections now number 22 million books, periodicals, annual sets of newspapers and other publications in 173 languages. They include works from the most varied sources, ranging from eleventh century treasures of ancient Russian literature and fifteenth century incunabula to works which have only just been published" (KONDAKOV).

Acquisition of foreign books and periodicals only made annually, reaches the high mark of 70,000 to 80,000 in books, and 13,000 in periodicals. To this, millions of volumes in 89 languages of the people of U.S.S.R., are added every year. It also receives books

through international exchange of publications established with 2,700 institutions in 81 countries of the world. In respect of readers' service also it has impressive record. The number of readers in 1961 was 2,400,000 or 370,000 more than the total for the first fifty years of its existence ; and over 12 millions of books were made available to its readers in 1961, which was 30 times more than it was in 1913. It is the centre of the country's inter-library loan system and bibliographical service. Excepting technical libraries, which are outside its scope, it assists and advises other libraries, co-ordinating their activities. "It publishes guides and handbooks and is associated with the organization of meetings, seminars and professional training programmes for library workers". (KONDAKOV). It is now housed in an imposing 18-storey building, and has been making a bid to outstrip all other libraries in the world in respect of the resources of reading materials. The author quoted, I. Kondakov is its present Director.

The German Scene

In the continent, apart from Italy and France, it was Germany which had been much impressed by the British Museum and Panizzi's work. Earlier, the Reformation had its usual impact on the cultural institutions of Germany, and the same trend was evident there, which dominated the development of libraries in other European countries. Increasing population, increasing faith in nationalism and centralization, and the increasing need for the democratization of knowledge were the most potent factors prevailing throughout the Western culture during the nineteenth and the preceding centuries. It was in Germany, in Leyden to be exact, that the first catalogue made its appearance in 1595. Germany had also its share of pioneers and in this connection the names of Leibniz, Schrettinger and Ebert are to be reckoned with. Leibniz's interest in Applied Science, in an age of preponderance of literary pursuit, and Ebert's interest in the creation of professional consciousness have the pioneering flair.

Reading, which had so long been limited to the cultured classes until the nineteenth century, appears to have been more liberalized in Germany, when England, France, Italy and other countries had only been toying with the idea. "Germany had some of the finest libraries of the nineteenth century. State libraries and university libraries were outstanding for size, content and organization.

There were also circulating libraries with catalogues, popular reading rooms, and children's collections". (GATES). German cities had general public libraries from after the Reformation.

For years, there was a persistent effort to establish a German national library. The problem of depository copies was a frustrating one, so far as its creation was concerned. Hahn of Hanover, an eminent publisher of the time, presented their stock of publications to the Frankfurt Parliament, in 1848, with the idea of creating a nucleus of a national library. Forty other publishers followed them, and actually a nucleus was established. The sight shifted to the Germanic Museum at Nuremburg, and ultimately, the publisher Brockhaus took it up, and through the efforts of Althoff, the *Deutsche Bucherei* was established in 1912 at Berlin. It served as a book archive, performed extensive reference services, maintained public reading rooms, and lent books. It took up also the most laudable work of bibliographical publications, the greatest of which, '*Deutsche National bibliographie*' started to come out in 1931. The Reich recognized this library as an institution of national significance, and by a government decree in 1940, it was transformed into a public institution. The Reich assured it an annual appropriation for continuous growth.

Genesis of Public Library

The development of libraries in the nineteenth century showed identical trends in countries of Europe and in England, conditioned to a large extent by the size and organization of the social order, in which they had to function. In addition to nationalism which was a historical characteristic of the period, another movement spread over the countries of the world which resulted in the enlargement of political franchise, spread of education and popularization of knowledge. Its impact was manifest in the general urge for the development of public library, which was a significant feature of the mid-nineteenth century. As Hessel has said, the period beginning with 1848 has been the century of the common man.

Public library in the modern sense of the term started developing in the second half of the nineteenth century. Factors mentioned above are although contributive to the movement for it, conscious demand of the public for public libraries was not very large or impressive. Popular realization came only when it was established and the people had the taste of it. The creation of the public

library was largely due to enthusiastic efforts of liberal minded individuals and small progressive groups.

Its Origin and Development in England

The idea originated in England in the late seventeenth century, as evident in the treatise of James Kirkwood written in 1699. He was a Scottish clergyman. He expressed the idea of establishing public libraries in all parsonages of the realm. His two other colleagues in England and Ireland, Dr. Thomas Bray and Narcissus Marsh, respectively, advocated the same idea, and the latter had actually founded a "library for public use" in 1731, with the help of influential friends. By the end of the eighteenth century, this library, one of the best and most accessible in the country, possessed 15,000 volumes. Ultimately, in the nineteenth century, it was amalgamated with other libraries and formed into the Dublin Public Library. Generally speaking, popular education and individual philanthropy were the initiatives for the creation of popular libraries in the continent, but in England it developed on different lines, the aim being to provide books of serious reading for the educated people of the cities, as borne out by the pioneering efforts of Edward Edwards, who had proposed in 1836, that with duplicates of the British Museum collection, a public library should be established in London, emphasising again before the British Museum Commission, in 1847, "that London occupied a position inferior to any large European city in this respect". (PREDEEK). His efforts succeeded in the appointment in August 1848 of a Commission to investigate the question of free public libraries. Public Libraries Act of 1852 was the net result. It provided great impetus for the establishment of public libraries in England, through the local authorities supported by fixed taxes and appropriations. They were established in the cities as well as rural and industrial areas. By 1877, 77 cities had founded public libraries ; by the end of the century, 360 municipalities had libraries ; and by 1914 there were 600 public libraries founded under the library laws. General advance of education and social progress coupled with the munificence of men like Thomas Greenwood, John Passmore, Edwards and Andrew Carnegie, who gave considerable financial aid to 380 libraries in U.K., had stimulating influence in the development of public libraries in the country. It is at present a thriving, modern, nation-wide service. In the years 1954-55,

free public library service was being rendered by 577 separate, independent library authorities, spending over £12,810,000. "In that period, 386 million books were lent for home reading from no fewer than 31,249 service points. The total book stock of British libraries amounted to 61,500,000 volumes, for a population of 50,600,000 peoples". (LANDHEER).

The Public Libraries Act of 1852, enabled towns and villages to provide library service. By an Act of 1919, county councils were permitted to provide library service to areas un-served by any library, provision being made for the transfer of library authority to the counties. This was a parallel provision of library services, which resulted in anomalies. While some large towns began to be served by county authorities, quite small towns retained independent library powers.

Although the intention of the two legislations was to produce an extensive pattern of public library service, the desired result could not be achieved because of the following reasons. There was no compulsion to provide libraries, there was no well-defined standards of service, neither was supervision by a centralized organization or by the central government, assured.

In the twentieth century, starting from 1916 onwards, some important events relevant to the problem occurred. A Central Library for students was founded in 1916, which transformed itself into National Central Library by 1931, and provided the means to link up public library resources with those of universities and special libraries. By the end of 1920, a remarkable movement was initiated by librarians themselves, supported by the Carnegie United Kingdom Trust, to link up public, university and special libraries, at both regional and national levels by co-operative schemes. By 1940, recording of library stocks in union catalogues and setting up of a machinery for inter-library loan of materials, were well under way. Schemes of co-operative book provision, and the establishment of the National Lending Library for Science and Technology were the highlights of this post-war period.

The post-war era witnessed quick social changes, reflecting an urgency in the change of concept of public library function, as well as the extent to which the public library service could be expanded. "During the first seventy years of public libraries, the trend had been towards meeting the needs of working and lower-middle-class people both for relaxation and for self-education.

In the inter-war decades, however, there gradually emerged a new emphasis on providing specialized material and information, and on meeting the needs of people of all ages and all levels of culture and education. The increase in educational opportunity offered since the war and the increased fluidity between social classes caused by this and other factors, no less than the increased need for specialized commercial, technical and general information greatly emphasized these trends. To meet those new demands in the country as a whole, some change in the structure of library services was obviously necessary". (SEWELL).

Genesis of Public Library and its Development in U.S.A.

Development of a nation, historically, is reflected in its cultural achievements ; and development of libraries, a cultural sign-post of any nation, is conditioned by a popular urge for social, economic and intellectual improvement ; and to a large extent by the size and organization of the social order, in which the libraries have to function. Library is a part of the general cultural scene. .

Along with the British imperialism, books and libraries also found their way to America, but the library development there, especially of the public library, displayed trends and aspects which were peculiar to this new nation, not always following the traditional lines. The legacy of the Middle Ages and the traditions of Renaissance and Humanism, which were the two major determinants of European culture, were absent in the American scene. Nevertheless, the reality that public library services had their beginning in the mid-nineteenth century, both in England and U.S.A., and that the Harvard College (University) Library (1683) was not much younger than the Bodleian in Oxford, and also that the Yale Library (1701) preceded the British Museum, are interesting facts to be realized in the perspective of history. Cultural ideas have their own inimitable and imperceptive ways of intrusion into new areas, like the social and political ideas and scientific thought, which are effected through books. This also happened with the emerging American nation. "Books accompanied the pioneers of the nineteenth century on their treks over the great rivers and savannas, and they bore the concepts of civilization and culture into the mountain valleys of Oregon and the gold mining towns of California. Books were sources of knowledge before there were schools, and collections of books and libraries competed with

schools in education and culture. Books provided knowledge, learning and skill ; they helped in the struggle for existence, helped settle and conquer the land ; but they also helped to beautify and deepen life. From the earliest days the American people were convinced that books and reading could lead to a progressive improvement of man, and of political and social institutions ; and thus libraries as well have gradually attained recognition in the eyes of the American people. America and her libraries have grown without the onus or blessing of tradition". (PREDEEK). The greatest contribution of America undoubtedly lies in the democratization of the library, which has become a public institution, geared to the needs of the people.

The conception of the public library was unknown in the seventeenth century America, and the entire seventeenth and the first half of the eighteenth century produced neither educational institutions nor libraries of significance. The founding of the Library Company in 1731, by Benjamin Franklin, in collaboration with a few friends, is the first major step towards the initiation of a public library system. The Library Company has been rightly called, the ancestor of all North American lending libraries. This was followed by other events, such as, dedication by James Logan of Philadelphia of his well-stocked library for similar purpose in 1745, and the establishment of a public library on subscription basis in the South, in 1748. There were, approximately 50 libraries towards the end of the eighteenth century, with a total stock of about 80,000 volumes.

A proper understanding of the library development in America requires the recognition of the difference of social, political and cultural life of the two distinct regional divisions of the country—the North and the South. There was significant difference between the cultural orientation of the New England colonies and the area south of the Chesapeake Bay. Aristocratic elements, representing the planting and land owning families of English descent, dominated the former region, who were still tied culturally to the apron strings of mother England ; while southern colonies immigrated principally by Irish, Scottish and French refugees, had no intention of carrying England with them, and unlike their brethren in the North who held to English traditions and culture, the latter attempted to create something of their own.

Surveying the American library history during the nineteenth

century we find that, the federal constitution delegated cultural matters to the States, which in their turn delegated their powers in this regard to the local authorities—county and municipal, which was in conformity with the practice prevailing in England. During the first half of the century little attention was given by the local authorities to library matters, as the State laws were not very helpful till then. The Federal Government also did precious little to improve the Library of Congress or the college and university libraries, the initiative being taken up largely by private individuals and groups. “The entire period from 1800 to 1875 is full of the entrepreneur spirit in all aspects of political, industrial and cultural life. The general prosperity surely benefited the libraries, but the driving-force was self-help.” (PREDEEK).

The most characteristic feature of library development in America during the first three quarters of the century, i.e. upto 1875, was the increasing emphasis on the subscription and proprietary libraries. The university libraries had not been functioning properly ; a large bulk of the learned activities, therefore, had to be taken up by these subscription and proprietary libraries. The Boston Athenaeum, founded in 1807 with a magnificent collection, is the most prominent example of this type of library. It was the kernel of the Boston Public Library which was founded in 1854, and is stated to have marked the beginning of the public library movement in America. Endowments and legacies from wealthy citizens, like John Rylands, the Gennadieon, Andrew Carnegie, etc. gave sufficient encouragement to the establishment of libraries in America. Other libraries on the lines of Boston Athenaeum were established in Philadelphia, New York and other big and prosperous cities. To cope with the demands of the technological age ushered in 1820's, the people dependent upon industry started establishing self-supporting ‘Mechanics Institutes’, which invariably had lending libraries for their members. Around 1875, New York and Philadelphia had developed these institutions and their libraries so significantly that, their collections rose to 160,000 and 125,000 volumes, respectively. The library system described above “was important as a forerunner of the public libraries”. (PREDEEK).

That these libraries would ultimately fail to satisfy the growing needs of the people in general, in respect of their cultural and recreational demands, was a foregone conclusion. “If the book was to serve as cultural medium, then it must also be made freely

available to the poorer classes". (PREDEEK). This concept gained in momentum and in March 1854, the first free public library was opened under a Massachusetts statute, which was world's first library legislation. C. C. Jewett was appointed its first director in 1857, and he was succeeded by J. Winsor. Modern American librarianship owes much to these two great personalities. Another pioneer in the field was George Ticknor, who propagated the idea that, a free public library system is essential to an educational movement, and was the best means to help people formulate their practical ideas independently.

Another milestone in the road to public library development in America, was the gift of the scholarly Astor family library and its subsequent ownership by the New York municipality. It was the kernel of the New York Public Library. A pace was thus set for proliferation of similar types of libraries in other cities. As stated by Predeek, " Its example and success promoted the formation of central municipal libraries in other cities. Since the latter ordinarily had a non-lending reference division side by side with the lending division, a highly significant new type of library was created for the American public library system. By 1875, there was no doubt that the future belonged to the public Library."

In the last quarter of the century, library commissions were set up by the different states, with the object of establishing county libraries and providing funds for them. The period was thus propitious for the development of urban and rural libraries, and by 1880, all the states had passed library laws, ultimately resulting after 1890, in the adoption of specific plans to provide rural library facilities. The American Library Association which was founded in 1876, spearheaded the library development movement under its distinguished presidents—Winsor, Cutter, Poole and Dana. Melville Dewey influenced its activities, and the library movement in America generally gained in scope and strength.

Genesis of the Research and Specialist Library

Special and research library in a loose sense of the term has existed since antiquity and special collections are as old as libraries themselves. Library to serve a particular group of readers, with a stock specializing in a particular subject field, and directing its activities towards a common purpose is, however, a product of the nineteenth century. The industrial, technical and scientific de-

velopments seen since the beginning of the nineteenth century, and the urge for social progress and prosperity through trade, commerce and industry, created interest in achievement knowledge in the minds of the people. Organizations related to these categories of human activities had, therefore, to possess libraries serving special interests germane to them. The pattern of libraries in the advanced countries of modern times, especially in England and America of the nineteenth century is, therefore, of great variety and richness.

In England, during this period, London as the English metropolis became the focal point of scientific and industrial interest and established its claim as the greatest library centre of the world, having well over 300 special libraries. Among its extremely rich libraries in this category, mention must be made of the Victoria and Albert Museum, and of the libraries attached to the Public Records Office, India Office, Foreign Office, the Athanaeum Club, the Reform Club, etc. which were founded during the Victorian era. In the later days, industry and technology claimed the establishment of specialist libraries, such as, those of the Patent Office, Geological Museum, Armstrong College, Science Museum, etc. Other industrial cities of England and Scotland, especially, Sheffield, Manchester, Bristol and Cardiff had developed model libraries of this category.

In America also, specialist libraries developed during this century for the practical purpose of technical and mercantile affairs. The first special technological libraries appeared around 1820's. The government departmental libraries, and those of historical societies successfully collecting materials on local history, as well as libraries, attached to medical, scientific and philosophical societies, had been established since the early years of the nineteenth century. The most important of these libraries are, the library of the College of Physicians (1789), which goes back even to the eighteenth century and Academy of Natural Sciences (1812) both in Philadelphia ; Harvard Law School Library (1817), Patent Office Library (1839), Smithsonian Institution and Peabody Museum (1857) in Baltimore, Cambridge Museum of Comparative Zoology (1858), Department of Agriculture Library (1860) and the John Crerar Library (1897) occupy unique positions in the history of the development of specialist libraries during the period under review.

Like the development of public library, the emergence of the specialist library is a cognizable cultural trend of the modern era. Its forerunners had seen the light of the day in the early part of the

nineteenth century, but its significant development and proliferation in course of the century is one of the most prominent characteristics in the social and cultural context of the era. It should be remembered in this connection that, private and group interests and not government initiative, have been the mainspring for motivation of the growth of this type of library.

LIBRARY IN NINETEENTH CENTURY INDIA

The decline of Muslim power over India from the eighteenth century onwards, paved the way for the spread of British influence ; and the building up of India as the citadel of the British Empire reflected the waning influence of the indigenous rulers, both Muslim and Hindu. This provides the background of the cultural trends of the nineteenth century. In India's history, nations foreign to it, have been seen to promote their own ideas and culture, through the centuries of their domination over this vast continent. Beginning from the Sultanate to the fall of the Moguls, we have witnessed a period which was marked by such cultural domination, placing indigenous culture at a disadvantage.

The Background

We have a long record of incidents when old universities have been broken up, their libraries looted, and the votaries of the Hindu and Buddhist learning and culture, murdered or driven away. In historical perspective, this conflict or clash of cultures has been temporary, being a manifestation of unsettled days of unrest and transition. Under settled conditions, however, during the regimes of progressive rulers, there have been much give and take in the cultural context, and the Muslim rulers have been seen to encourage with equal ardour the promotion of non-muslim learning ; and indigenous culture pursued its own way of development. In course of their much longer stay, Muslims became a part of India.

In the early British period, i.e. upto 1800, the East India Company was obviously engaged in the consolidation of their political power and expansion of trade, betraying little concern over India's cultural development. What little they did for diffusion of education among the indigenous people was prompted mainly by consideration of religious propaganda, and education in the traditional sense was left in abeyance. But the condition of education in England too,

prior to the nineteenth century, was not very encouraging. Education among children there was very much limited, and "for one child who had the opportunity of education, three were left entirely ignorant." Promotion of learning by the early British rulers in India was therefore weighted much with this handicap. Native education was assigned to the early European missionaries, which included in addition to the English, the Portuguese and Dutch missionaries also. The Society for Promotion of Christian Knowledge (S.P.C.K.), established in 1698, in their assignment for the propagation of Gospel, had established a few schools and some libraries of modest size and resources. It was the chaplains and other missionaries who had helped in building up small libraries in South India, and Bengal, prior to the nineteenth century. It is known that Fort St. George and Fort St. David possessed government libraries. About 1663, a library originated at St. George with a few presentations from the Directors of the East India Company. Books were sent by them at intervals, and about 1669 the Board of Directors voted money for purchase of certain books. The library at Fort St. David grew around the nucleus of a collection bequeathed by its chaplain Mr. Laudon. About 1703 the library at Fort St. George, was worth more than £ 438 in book stock, mostly on Divinity.

On a directive from the East India Company, "to sort the books into proper classes and to take a catalogue of them to be kept in the library", the library was arranged in 1720, and a catalogue was prepared by its new chaplain Thomas Wendey, "for which he was promptly rewarded by the Governor and Council with a palanquin allowance". It is also on record that the Directors "allowed the transmission of books in their ships, which helped much the missionaries in the importation of books into this country".

The moving spirit behind these early European libraries in India were obviously the missionaries. The names of Benjamin Adams and Rev. J. Long are worth remembering so far as Bengal of the late eighteenth and early nineteenth century is concerned. There already existed in Bengal, a library in 1700, which was largely replenished by Benjamin Adams. The S. P. C. K. also sent out a circulating library to Calcutta, the first of its kind in India, in 1709.

But these were very small efforts ; and that, there was a general lack of direct initiative on the part of the early British rulers, in the diffusion of education and culture and the establishment of

libraries in India, is obvious. So, whatever was done by them at the initial stages, was either motivated by religious propagandism and was rather perfunctory or done through the compulsion of administrative necessity. The new cultural movement consequent upon the widening of British domination, had to wait till the natives of the land assimilated a part of their culture and grew conscious in the social sense.

Asiatic Society Library

It is historically true at the same time, that England usually carried with its colonialism the seeds of Anglo-Saxon culture. They exported their learned people, their scholars and missionaries, along with the administrators, who carried knowledge, piety and books with them. The result was that, there never was a dearth of learned and scholarly people of English origin, who made India a centre for their research ; nor were the indigenous elite lacking in assimilating the British way of learning, and their thoughts and ideas. Much of Indological research owes to the initiative of such people. The establishment of the Asiatic Society at Calcutta in 1784, was an early manifestation of their scholarly enterprise. The product of entirely private and group initiative of British scholars, helped by eminent Indians, the Asiatic Society became the top-most learned body in this country, conducting researches on Indological and Oriental subjects. Warren Hastings was its first patron, and he made Sir William Jones, a judge of Calcutta's Supreme Court, its first president, which post he retained till his death. He was an extraordinary linguist, knowing 13 languages well, and having a moderate acquaintance with 28 others. His range of knowledge and scholarship was enormous. Being a learned body, Asiatic Society's library grew up in no time, and in 1805 it obtained a land at the crossing of Chowringhee Road and Park Street, on which its building was erected in 1808. After more than a century and a half, this old but magnificent building, designed by the famous French architect, Jean Jack Pichon, is now being pulled down, and a modern building is replacing the old structure.

As one of its most important cultural activities, the Society published the journal "Asiatic Researches" from 1788 to 1939, twenty volumes of which are still regarded as source material on Indological and Oriental researches. Along with Sir William Jones many famous men were connected with this institution, among whom

mention must be made of Horace Wilson, Thomas Colebrooke, James Princep, Nathaniel Hallhead, John Harrington, William Carey and Raja Dr. Rajendra Lall Mittra. They were distinguished members of the Asiatic Society, which was established much earlier than the "Royal Asiatic Society of Great Britain and Ireland" (1823).

The Asiatic Society Library has a valuable collection dating back from those days of the late eighteenth and early nineteenth century, consisting of books and manuscripts, the latter in Sanskrit, Arabic, Persian, Hindusthani, Burmese and Nepalese languages. Fort William College which came into possession of the library of Tippu Sultan after his fall (1804), made a gift of this library to the Asiatic Society. Later on, in 1854, when this college also ceased to exist, its own library was similarly transferred to the Society.

With grants from the Directors of the East India Company, the Society started publishing "Bibliotheca Indica". For the building up of its collection of Sanskrit manuscripts credit goes to Dr. Rajendra Lal Mittra and Mahamahapadhyay Haraprasad Sastri. Its collection falls mainly into two groups—the humanities and sciences, the grouping being reflected in its official journal also, "The Journal of the Asiatic Society, Bengal". Liberal arts and humanistic studies were the dominant intellectual pursuit of the time, but a significant promotion of scientific studies was also engendered in the activities of the society, James Princep being the moving spirit behind it, at the initial stages. In the cultural history of modern India, the contribution of the Asiatic Society and its Library cannot be over-emphasized.

Initiative of the Ruling Class

Nineteenth Century India witnessed the complete domination of the Indian people by the British empire-builders who ostensibly came to trade, but stayed on to rule. At the initial stages they gave little thought to India's cultural development, when learning and scholarship continued on the traditional lines, at a snail's space. The first glimpse of official initiative for the promotion of learning and culture was perhaps noticeable in the proposal of the Bombay Government, put up for the first time in 1808, to register libraries and give funds for the "encouragement of libraries". The rulers in the country were being increasingly interested in some sort of initiative being taken in this connection and their influence began

to be felt in the mother country. In 1813, the British Parliament declared that, "it is the duty of the country to promote the interest and happiness in India", while it was renewing the East India Company's privileges. The Parliament empowered the government to "expend not less than a lakh of rupees on the revival and encouragement of learning". This declaration is significant to some extent as it showed for the first time, that the foreign rulers were becoming increasingly interested in the promotion of learning and culture of the Indian people, however, insignificant and insufficient the initial efforts might have been.

Public Library Movement and Establishment of the Calcutta Public Library

The establishment of libraries in India, in the modern sense of the term, may be stated to date back to 1835, when the first public library was established in Calcutta through the initiative and resources of private individuals. The Calcutta Public Library, which was a forerunner in this field, paved the way for the founding of similar libraries in other important cities of India, sooner or later. Although the word 'public' has been used in their nomenclature, there should not be any misconception about the true nature of such libraries. They were not public libraries in the true sense of the term. They were actually subscription libraries, established mainly for the benefit of the British residents and the few enlightened Indians favoured by them. A conformity to the world cultural trends could be seen here, in the background of what happened in the U.K., Europe and America, during the first few decades of the nineteenth century, qualitatively, but not quantitatively. Those countries had more of such libraries with much larger book stocks, but they were also essentially, not public libraries. They were private or proprietary and subscription libraries established for the privileged classes, who were still having the major share in the use of this cultural institution. But such libraries have actually been the precursors of the public library—the 'free' public library in our civilization, the foundation and development of which had to wait till the turn of the mid-century, even in those advanced countries. In our country it was a far cry at the time under review, and the very few libraries which were instituted, were exclusively managed by subscriptions. In none of the states thoughts were given by the authorities to ensure their stability, viability and growth,

or to help them widen their circle of readers.

The Calcutta Public Library was founded as a reference and circulating library, in the year 1835. At the beginning, it was housed in the residence of Dr. E. P. Strong on Esplanade, free of charge. It shifted to the Fort William College Building in 1841, and ultimately in 1844, the Calcutta Public Library was transferred to the new building "Metcalfe Hall", on Strand Road, named after Sir Charles Metcalfe, a civilian, who officiated as Viceroy from March 1835 to February 1836. The Calcutta Public Library Committee paid a quarter of its total cost of construction, which amounted to Rs. 68,000. Mr. Stacey was the librarian for some time. Its first Indian Librarian (he was sub-librarian) Peary Chand Mitra, the father of Bengali novel, made herculean efforts to collect funds for the library. He endeared himself to all who were connected with this institution, by his amiable behaviour, and for his literary flair. He was an embodiment of this cultural body which has become famous in history.

The library movement in Bengal owes much to the authorities who established this library, and created a centre for education, culture and research. Both Europeans and Indians were its early subscribers and life members. The hall was erected in appreciation of the services of Sir Charles Metcalfe, who was instrumental in ensuring the freedom of the Indian Press through legislation ; and the idea of founding a public library in its precincts came immediately in its wake.

In 1902, the Imperial Library (Indentures Validation) Act was passed, under which, the Government of India became the owner of the building and the library. The founder-subscribers were paid Rs. 500/- each as compensation for the transfer of ownership, and the library was designated as the "Imperial Library". The library was later shifted to Esplanade East, by the end of 1923.

John Macfarlane of the British Museum was appointed the first librarian of the Imperial Library, succeeded by Harinath De, a renowned linguist and scholar, who remained in office till his death in 1911. This Imperial Library is the predecessor of the National Library of India.

Other Important Libraries of the Period

Bengal, and particularly its metropolis, Calcutta, had a fair share of the growth of libraries during the century. In addition to the

Asiatic Society Library and the Calcutta Public Library, mention must be made of the libraries attached to the Calcutta Sanskrit College (1824), Calcutta Medical College (1835), Hooghly Mohsin College (1836), Geological Survey of India (1851), Calcutta University Library (1857) and the Indian Association for the Cultivation of Science (1876). These libraries were mostly attached to educational and research institutions ; and with the exception of the library of the Geological Survey of India, which was started with government sanction and patronage from the very beginning, the other institutions owe their origin primarily to the initiative, and munificence of educated and progressive-minded individuals of the country. Many private collections of real value poured into them and they grew into institutions of research mostly with their specialized collections. Later on, the Sanskrit College, Mohsin College and Medical College were taken up by the State Government, and the other institutions also started receiving government patronage, but it is important to note in this connection, that in keeping with the general trends of the culture period, the motivation for their establishment was reflected in the enthusiasm and initiative of individuals or groups, who were leading intellectuals of the time, for the advancement of learning in the country. An interesting feature of the development of libraries in the mid-nineteenth century in Bengal, is also revealed in the activities of the British Missionaries. It is on record that Rev. J. Long (1851), in his eagerness to help those who did not know English, established a library in Calcutta, consisting entirely of Bengali books and helped in founding 10 such libraries in other areas. He donated 1400 vols. of Bengali books to these libraries. For the indigenous people with the knowledge of vernacular only, it provided an opportunity, unique and unprecedented.

It is also noteworthy that the Sanskrit College Library has grown into an institution of higher research in Sanskrit and Indological subjects, being a proud possessor of more than 10,000 manuscripts of considerable importance. The library of the Indian Association for the Cultivation Science, starting with the private collections of Indian scientists of the period, has grown into a beehive of scientific research, especially in the fields of Chemistry and Physics. Eminent Indian scientists have been associated with it and it has been growing now at a vigorous pace.

Geological Survey of India Library

The Library of the Geological Survey of India, with its specialized collections of more than 2,60,000 volumes, is regarded as one of the best of its kind not only in India but also in the world today.

The nucleus of the Central Library of the Geological Survey of India at Calcutta was formed simultaneously with the parent organization in 1851. The Library is at present housed at the ground floor of the premises of the Department at 29, Jawaharlal Nehru Road and has three regional and fourteen circle office libraries under it.

The huge and priceless collection consisting of more than 2,60,000 volumes of books and bound volumes of periodicals on geological sciences has mainly been built up gradually and mainly by establishing exchange relationship with almost all the geologic departments, surveys, associations and institutions, all over the world. Available records, although distorted, help us to form the idea that much expense was not incurred in the past for purchase of publications for the Library, but the varieties and worth of the Departmental publications very well served the purpose of the barter ; and its present collection can be compared most favourably in worth and variety with all other such libraries of the world. A number of publications has also been received by the Library on complementary basis.

Although formed in 1851, R. W. Bion assumed charge as the first Librarian on the 12th December, 1870. He was later promoted as the chief-clerk, and finally as Registrar. The work was, however, carried on with non-trained personnel till 1945, when the present Librarian, fully equipped with professional education and experience assumed the charge of the Library. Obviously, so long as the Library was under the charge of the personnel not imbued with the idea of democracy in education, no outsider, except the Departmental officers, were allowed to consult or borrow publications from the library. Since 1945, however, the restriction has gradually been removed and today its clientele consists also of students, teachers and research scholars attached to different universities, colleges, scientific institutions, and private industrial organizations to whom both consulting and borrowing facilities have been extended without any charge or discrimination.

In view of its rich and specialized collection, which by itself is unique in character, and the services rendered by it to all manner

of readers of this country and abroad, this library may now very well claim to be the National Geological Library of India.

Calcutta University Library

The Calcutta University was established in 1857, but for about 15 years after its inception, the university had not made any serious attempts to establish a university library. Effective steps in this connection were first initiated at a meeting of the Syndicate, on June 5, 1862, when they decided for a separate building for the library, "a University Library of suitable dimensions and a Reading and Consulting Room". Things started moving only after Joy Kissen Mookerjee, a philanthropic Zamindar of Uttarpara, District Hooghly, donated Rs. 5,000/- "for the purpose of forming a library in connection with the university". The library actually came into existence near about 1875-76. It started with a collection consisting of "besides English works of reference and the chief authorities of Indian antiquities, fairly complete sets of Sanskrit, Arabic, Latin, French and German classics". Thus the foundation of a library was laid, which has grown up into a big Central Library with about a score of departmental and seminar libraries.

With a gift collection from Ishan Chandra Basu, the founder of the 'Ishan Scholarship', and similar other small or big collections as its core, the library stock started to grow. In 1873, the Senate for the first time appropriated a grant of Rs. 6,000/- for purchase of books for the library. The University Registrar was ex-officio librarian and Secretary of the Library Committee. Only the members of the Senate could use the library. Gradually, research workers were allowed to make use of the library. In 1897-98 its catalogue was printed. Upto 1904 the Calcutta University had been an examining body only, and thereafter it was empowered to give instruction and teaching departments came to be started, along with facilities for higher study and research. It was since 1906, when Sir Asutosh Mookerjee became the Vice-Chancellor, that real interest began to be shown in the proper development of the library. From 1907, university teachers and registered graduates became eligible for the use of the library. In 1908, the Maharajah of Darbhanga made a gift of rupees two and a half lakhs for the construction of the library building. The library was shifted to the Darbhanga building in 1912. The students were allowed to use books in the library, lending facility being extended

in 1918-19. The first librarian with official status as such, was B.B. Chanda. The Central Library was ultimately shifted to the top floor of Asutosh Building in 1935. In 1937, Dr. Nihar Ranjan Ray was appointed librarian, after his training in England. He initiated modern methods of administration and organization in the library. The present collection of the Central Library alone is more than 3 lakhs of volumes.

Science Association Library

Researches in the fundamental sciences by Indian Scientists owe their origin perhaps to the establishment of the "Science Association", called the "Indian Association for the Cultivation of Science", which was founded in the year 1876. Dr. Mahendra Lal Sarkar, a renowned physician, was its founder. Although he was attracted to the Homeopathy, and made a fortune out of his practice as such, his interest in scientific research never flagged, and the idea of researches in the sciences was vigorously pursued by him since 1869. At a meeting presided over by Sir Richard Temple, the then Governor, the association was established with a Board of Trustees, consisting of Dr. Sarkar himself, Maharajah Jatindra Mohan Tagore, Raja Kamal Krishna, Ramesh Chandra Mitra, Pandit Iswar Chandra Vidyasagar and Moulvi Abdul Latif. An Executive Committee, representative of the eminent intellectuals of the period was also appointed with Dr. Sarkar as its member and Secretary.

The association started functioning from its old precincts near the crossing of Bowbazar Street and College Street, shifting to its new building at Jadavpur only a few years ago.

Its library has a very rich collection especially in Chemistry and Physics, and particularly in respect of periodicals. Complete sets of some of the oldest and world-renowned science periodicals are available in the library, viz. Philosophical Transactions of the Royal Society, London (1665 —), Philosophical Magazine (1832 —), Physicals Review (1893 —), etc. Including periodicals, its total accessions exceed 19,000 volumes. It caters to the needs of its own research staff, of the members of the Association and also of the outside scholars on request. In the context of the promotion of learning and culture in India it occupies a unique position in the field of Science.

Nineteenth Century India, especially its later period, had been marked by the resurgence of political, social and cultural life of

the country. Although big libraries had not grown in larger numbers, those of academic, research and special types had made their appearance in different parts of the country. Social consciousness and public urge for popular type of library might not have sufficiently crystallized by the time, but an understanding of the importance of library's role in education and culture was apparent in the establishment of privately sponsored libraries throughout the country. Most of these have been of research type. In the Bombay State, Grant Medical College Library (1845), Bombay University Library (1879) and Haffkin Institute Library (1896) ; in the United Provinces, Library of the Roorkee Engineering College—later converted into Roorkee University (1847) and the Allahabad Public Library (1863) ; in Madras the Connemara Public Library (1896) ; and the Khuda Baksh Library (1891) in the State of Bihar, are worthy of mention in this connection. The Connemara Public Library was named after Lord Connemara of Madras. Originally, it was a part of the Madras Museum added by Captain Michael, its first curator. On Lord Connemara's initiative it flowered into a separate institution, housed in its new building in 1896.

Khuda Baksh Library

Khan Bahadur Khuda Baksh, the scion of a family in Bihar, was distinguished for scholarship. He has been rightly designated as the Indian Bodley by the renowned historian Sir Jadunath Sarkar. His father Muhammad Baksh had a passion for collection of Persian and Arabic books and manuscripts. Son Khuda Baksh inherited a core collection of 1,500 manuscripts from his illustrious father. He had to assure his dying father that he would "complete the collection in every branch of Oriental learning and build a library hall for the use of the public". (SARKAR). Khuda Baksh kept his promise, and by 1891, the stock was augmented to 3,000 volumes, valued at two and a half lakhs of rupees. The stock increased to about 5,000 volumes by the turn of the century. To it has been added an English collection of considerable value, costing about one lakh of rupees. He also built at Patna, a splendid edifice to house this library, costing Rs. 80,000/- and thus realized his father's dreams. "All these represent the life's work of one man, Khuda Baksh". (SARKAR).

Incidentally, Khuda Baksh was considered as one of the

greatest authorities on Islamic bibliography. An article written by him on this topic was published in the *Nineteenth Century*. He is stated to have compiled a descriptive Catalogue of the manuscripts collected in his library. What makes his name a household word in Bihar and throughout India also, is his magnificent gesture of making over the entire library with its building and surroundings to the public, by a trust-deed on 29th October, 1891, on condition that the collection should not be removed from Patna. "The donor in his unselfishness did not even give his own name to his gift but called it the 'Oriental Public Library'. The public, however, did not accept this self-effacement, and the Khuda Baksh Library is the only name by which it is known in India". (SARKAR).

"The Khuda Baksh Library, by offering a well-known and secure home for books, and ensuring their public use, is tempting private owners all over India to send their collections to it and thus save them from being dispersed or lost to the country. This has been strikingly seen in some recent valuable gifts of Persian manuscripts to this library by generous Muhammadan gentlemen". (SARKAR).

13

FLOWERING OF THE NEW ERA : TWENTIETH CENTURY DEVELOPMENTS IN LIBRARIES AND LIBRARY SCIENCE

TWENTIETH Century has been an age of miracle for mankind, an era of the full bloom of human ingenuity ; the flowering of man's intellectual, scientific, technical and cultural activities, which have been sustained throughout the preceding ages. It has achieved something unique in the perspective of a civilization, which has in a short span of a few decades, showed a rate of progress unknown in any century. It has also seen two world wars, devastations and destructions of unprecedented magnitude ; yet it has survived these tragedies, being born out of the ashes of its own being, building a more vigorous and purposeful life on the ruins and rubbles of old. May be, it is paving the way for the eternal man in quest for one world and one-culture.

New Characteristics of Growth and Importance

In the area of our concern, i.e. libraries and librarianship, we witness an enormous growth, to which so many diverse factors have contributed. The modern library is characterized by the growth in size, and we have been accustomed to count the book stock in millions and not in thousands. Such growth has been made possible by increased local and popular interest, by a general and official recognition of the importance of libraries in the educational, cultural and social life of a modern democratic society, and last but not the least, by the munificent gifts of private philanthropy. Carnegie, Rockfeller and Ford, and a host of other eminent philanthropists have made gifts which run into millions. Andrew Carnegie alone is credited with gifts totalling over 40 million dollars. To usher in the golden age of public libraries, Andrew Carnegie, who believed that of all benevolences the library is greatest, paid for the erection of 1,677 library buildings in 1,408 localities, certainly a unique feat in the history of libraries. Carnegie Corporation of New York, established by him in 1911, "has extended its activities to all branches of librarianship, to promotion of American Library Association's programme, to publication of

bibliographies and works dealing with library science, to education for librarianship and improvement of library schools'. (Pre-deek,). There are Rockefeller and Ford foundations providing wherewithal of considerable magnitude. Another aspect of individual philanthropy is also worth reckoning—the opening of some rare-book collections of immense importance to the public. The Pierpont Morgan Library in New York City, the Henry E. Huntington Library in San Marino and the Folger Shakespeare Library in Washington, D.C., are such examples. Generosity of private collectors, who have passed their rich collections of rare-books, incunabula and early imprints or the most select collections for Shakespeare research into the hands of the public, has also been a dominant factor in the twentieth century development of libraries.

We have seen that nationalism has been the potent factor in determining the recent development and growth of libraries, especially, since the latter-half of the nineteenth century. Generally, libraries, individually or in groups, have assumed a character conditioned mainly by the size and organization of the social order to which they belong. But there are other determining forces also, which have transcended the national boundaries, envisaging a united outlook common all over the world. The highlight of such forces has been the emergence of the common man, whose era it is. Popularization of knowledge has been the dominant theme, made possible generally by the fundamental government reorganization, securing an administrative basis for nation-wide library service. The democratic ideal of equal opportunity of education, and provision of 'books for all', have seen the fruition of the urge for the extensive establishment of public libraries, which cater to the needs for compensatory and recreational reading of the people in general. The same forces have influenced the growth of academic and special technical libraries, also initiating the period of predominance of achievement knowledge. With the increase in status-drive for progress and prosperity, which are articles of faith in modern society, the interest in achievement-reading has also increased. That is why the demand on library service has increased in the modern period, bringing into large libraries millions of volumes.

Not merely the largeness, but the variety of libraries growing up side by side—the public, national, governmental, academic

and research, scientific technical and special, as well as children's, have also been an important feature of development of libraries of this century. The deliberate and conscious efforts by men of progressive outlook and by the welfare states, have only highlighted a simple but often overlooked truth that human progress is measured not only by a steep rise in per capita income, but also by a rise in the cultural level of the individuals in the community.

In the developed countries with a longer record of library service, regular and sustained efforts have been made in course of this century for systematization and stabilization of what has been achieved in this field, through legalization of a library service. The impact has not been lost on the developing countries, who have also started planning on an adequate library system, taking care that such plans are implemented in spirit.

Lest the library of the twentieth century growing up so fabulously, becomes a flabby colossus with the feet of clay, serious attempts have been made simultaneously to organize professional cadres of librarians and library technicians, to ensure its proper control, organization and servicing and librarianship has emerged as a new vocation with immense responsibilities. This again has led to the establishment of professional organizations, with the aims and objects of making co-operative and joint organized efforts to improve library techniques, to indulge in self-analysis and self-criticism, to project nagging problems and to evolve strategy for a fairly long-term if not a permanent solution of each of them. The library world in twentieth century is moving consciously towards its goal.

Analysis of Current Trends : U.S.A.

The greatest contribution of the United States of America lies undoubtedly in the democratization of the library, making it an indispensable modern public institution, increasingly geared to the needs of the public. The States have individually made legal provision for public library service, having state Library Commission as a legal authority to help in the establishment of local, county and multi-county libraries. The public library has now been "recognized as a valuable complement to the public school in educating for democratic living. In carrying out this function, it provides special services for children and young people ; promotes educational, civic and cultural programmes ; makes special

material available to the handicapped ; supplements school library collections ; and carries library materials to rural and isolated areas, via the book-mobile". (GATES).

From the data available in 1950, we find that, there were 7,477 public libraries in the U.S.A., with a total book stock of 143 millions. The total expenditure involved in the running of these libraries was approximately 110 million dollars, 87.4 % of which was the allocation from local funds. In course of another ten years, i.e. by 1960-61, the U.S.A. had more than 10,832 public libraries and a formidable number of service points. The total stock of the libraries was also considerably augmented, bringing it to more than 173 million volumes. The total expenditure involved, amounted to \$ 31,000,000. The per capita use of library books in U.S.A. was about half of that in England, which, however, does not mean that the people in U.S.A. read less than the people in U.K. It should be noted in this connection that, the former read more newspapers and magazines than any other people in the world, and moreover, American newspapers and magazines are much bigger in size with more contents than their counterparts in other countries. Another factor worth noting is that private reading is much more developed in U.S.A. which may account for the comparatively lesser use of libraries made by the people of that country, which is only 10 % of the adult population. The analysis, however, relates only to the use of public libraries.

By the 1930's School Libraries began to make significant contribution to school programmes, placing increasing emphasis on the use as well as number of books. Specialist libraries in medicine, law, technology and in various subject areas began to develop simultaneously. In the early college libraries a very protective attitude continued even throughout the nineteenth century. There was no efforts to make books available to students. Gradually, the attitude changed in course of this century and their collections were thrown open to the students. According to the data made available by the United States Office of Education, the libraries of 2,011 institutions of higher education in the country contained in 1959-60, approximately 167 million volumes. The first American colleges—Harvard (1638), William and Mary (1695), Yale (1700) and Princeton (1746) had collections ranging from 40 to 400 volumes! Harvard actually started with the library of 380 volumes bequeathed by John Harvard. These first colleges have now blossomed into

flourishing Universities, and scores of others have been added to this group of higher institutions of learning, where the libraries not only seek to provide and make easily available to the students the materials they need for class assignment and for voluntary and recreational reading, but also play a significant role in their academic programmes including research activities. "Mounmental buildings were erected, the first of which was California's in, 1912, and the position of the library as the intellectual heart of the university was proclaimed". (Predeek) It is significant to note, however, that even around 1900, there were scarcely a few universities in U.S.A. which could provide necessary materials for serious research. Books for instructional purposes constituted bulk of the stock. Since then, a larger flow of funds made possible a diversified and universal collection. This led to aimless collecting of materials and much competition among the libraries, which made W.W. Bishop comment in 1938, that "all big libraries of the United States have gone on the supposition that each of them would develop into a British Museum or a Library of Congress".

There has also been a significant rise of special technical libraries, with their forerunners in the nineteenth century of which John Crerar Library (1897) occupies the first place. During the first three decades of this century, quite a large number of such libraries were established in big industrial cities. The Special Libraries Association (S.L.A.) of America was founded in 1902, on the initiative and inspiration of Dana, with only 40 member libraries. It now includes more than 3,000 member libraries to-day.

Current Trends : U. K.

The most significant current trend in the development of libraries in the U.K. has been the appointment of the Robert's Committee in 1957, with the following terms of reference—"To consider the structure of public library service in England and Wales, and to advise what changes, if any, should be made in the administrative arrangements, regard being had to the relation of public libraries with other libraries". Sir Sydney Roberts of Cambridge University was the Chairman of the Committee. The Roberts Report was presented to the Ministry of Education in 1959, whose main recommendations were as follows :

Firstly, the Ministry of Education should have a general res-

ponsibility for the supervision of the public library service, with power to appoint Advisory Councils, for both England and Wales.

Secondly, Public Library Authorities should be required to discharge a statutory duty to provide an efficient service. Other important recommendations of the Roberts Report relate to the powers of every library authority to appoint Library Committees responsible directly to the Councils ; powers to provide lectures and other cultural activities, etc.

The Report clearly points out the need for the provision of adequate salary scales of the library staff, commensurate with their qualifications and responsibilities. It also stresses the need for the provision of some specialists posts in libraries, especially for reference service and library's work for the children. That new library buildings needs a higher priority has also been acknowledged by the Report.

The Report is significant in more than one sense. Its highlighting the importance of government or official recognition to the "vital importance of libraries as an instrument in the education of the modern citizen" and its categorical statement that "it should be the statutory duty, and not merely an option, of a local authority to provide an efficient library service", are the new emphasis which have actually been wanting in the otherwise widespread and efficient public library system in U.K.

It may be relevant to note what Gardner has to say with regard to the new Public Library Act, 'The Public Libraries and Museums Act, 1964, which resulted from the Robert's Report and came into effect from April, 1965. He said, "there are significant signs that the welfare state will concern itself increasingly with non-material welfare. The librarians along with the art gallery directors, museum curators, civic theatre managers, and cultural and educational organizations of all kinds, are going to have newer and wider responsibilities. The new Public Library Act is one of those signs. We have got it because the climate of informed opinion happens to coincide with our own. It insists on public library service at a local level, because it rightly believes that it should be a personal service. It is something new in social legislation."

Another important landmark in the field has been the establishment of the National Lending Library of Science and Technology

of U.K., which was opened officially on 5th November, 1962, by Lord Hailsham, Minister for Science. This library was to take the responsibility for a comprehensive acquisition programme of literature in science and technology and for making available the acquired material to those who need it.

The Department of Scientific and Industrial Research (DSIR) started planning for the new library in 1956, and by 1962 had transferred the collections to the NLL buildings in Yorkshire. The background for the creation of this library is provided by the necessity to make available to the scientist and researcher, the literature in science and technology of all languages, expeditiously through an efficient inter-library loan system. The two most important objectives of this project have been *to establish one collection*, with necessary duplicates, instead of disposal of the material in several library collections, *and the assertion of the principle of making available such collection, to the scientists and technologists working in their own places.*

The Yorkshire area, with 60 acres of surrounding lands was the habitat chosen. The planners had it in mind, that in course of 100 years the library is likely to hold 12 to 18 million volumes. The countryside could only provide such space for future expansion. It already has five big storage buildings and is a very convenient centre so far as postal facilities for inter-library loan are concerned. It does not, however, replace the existing system of inter-library loan, but supplements it so far as literature of science technology is concerned, catering to the needs for serious research. It does not attempt to satisfy the demands of the students or the general public for books on science.

Having taken up the responsibility of the Science Museum Library with regard to the inter-library loan, it had on list as approved borrowers, more than 1,700 libraries belonging to industries, special and technical institutions and universities and other higher academic bodies.

The policy of acquisition is geared to the actual and potential needs of the scientist and technologist in the country, with the object of promoting the use of such material. To this end it encourages organizations having abstracting and indexing services, to prepare suitable guides to the current scientific literature. Serials constitute the majority in the collection of N L L, which is making serious attempts to have as complete a collection of current Russian

scientific literature as possible, both books and periodicals, through purchase and exchange.

Of its many other important functions, mention must be made of its sponsorship of cover-to-cover translation of Russian journals and of its role as the centre for such collection of translations in the country. It maintains an effective liaison with ASLIB with regard to technical translation work in general. It has a programme to conduct in future some training courses both for scientists and librarians. To the former it intends to impart instruction in the use of scientific information systems and of library collections ; and to run information courses for the latter, so that they may serve the technical and research libraries more efficiently.

The lending that NLL offers is at present restricted within its national boundaries, but it has possibilities to extend its function internationally. Similarly, it is likely to contribute towards the unification of library, information and documentation services in the country in foreseeable future.

The present holdings of NLL consist of 55,000 volumes of books, 370,000 volumes of periodicals, 50,000 translations excluding those appearing in periodical publications, 14,500 current titles being received and 10,000 more of the latter which are on order and yet to be received.

Dr. D. J. Urquhart, who was concerned with its planning from the very beginning, is the Director of NLL. It has an efficient and experienced staff with scientific training and knowledge of languages. Ultimately, it may grow up as a centre for research and study in new methods and techniques in librarianship.

Undoubtedly, NLL is a new type of library with a new outlook for service yet unknown in the history of libraries. It emphasises the fact, that technical and scientific progress is essential to modern society and places library in proper perspective by highlighting information service as an essential part of general research programme.

The United Kingdom has gradually built up an extensive public library system, since the passing of its First Public Libraries Act of 1850. Between 1850 and the new Public Libraries and Museums Act of 1964, more than 115 years have gone by, marked by intermittent efforts at further expansion of library service. To-day, it distributes books to the millions of its readers, through its 42,868 libraries and service points, circulating 4,50,00,000 volumes an-

nually. It spends currently more than £ 2,50,00,000 on its public library service. After the new Public Libraries and Museums Act of 1964 is given effect to, the public library service will definitely be much more extended, leading to corresponding increase in the total expenditure on this account.

Current Trends : U. S. S. R.

Before the Revolution, Soviet Russia had a high rate of illiteracy and a low educational and cultural level. The government of U.S.S.R. made determined efforts to remedy this malaise, and in the process they provided an administrative basis for nation-wide library service. Libraries big, medium and small have spread throughout the expanse of the union, and curiously enough, although most of them were established after the revolution, quite a many have holdings of hundreds of thousands of volumes. It is no wonder, that their national library (Lenin State Library in Moscow) seems to be on its way to outbid other libraries in the world in respect of the total stock. In the state libraries in Kharkov, Minsk, etc., the volumes run into millions. The Library of the Academy of Sciences with its branches in Moscow and Leningrad contain about 8 millions of volumes. Their university libraries and those of other higher academic institutions are likewise very big. Within a span of 15 years, the number of libraries in U.S.S.R. has increased from 240,756 with 442 million volumes in 1939, to 380,000 libraries with 1,000 million volumes. During their planned development from 1950 to 1955, a 30% increase has been registered in the number of libraries and commensurate increase in stock. Striking progress has been made in Soviet Russia, in developing an extensive and penetrating public library service.

The soviet administrators place greatest value on "knowledge" and as such, natural science and political materials have preponderance in library collections in U.S.S.R. The emphasis on the need for cultural and compensatory reading is, however, not altogether undermined. Although, at the initial stages, emotional and spiritual values were under-estimated, denigrating literature to a lower level, there has been a considerable liberalization of policy in the recent times ; and Russian literature, including Dostoievsky put in the shade temporarily, has returned to the scene and a strong interest is also evinced in the Western compensatory literature—the novels and short stories.

In Europe and America, a distinction is made between scholarly and popular libraries, each group functioning separately and in isolation. The same distinction is evident throughout Russia, but there is a difference in approach. Soviet librarians contend that the difference between a scholarly and public library is merely one of function. The large scholarly libraries there, maintain close co-ordination with the popular libraries, the latter often functioning as the branches of the former and sometimes the scholarly libraries exercise supervision over the other groups and render administrative and technical advice. As a result of this novel arrangement and set up, the collection of these scholarly libraries are regularly and heavily drawn upon by the popular ones. In U.S.S.R., "Popular and mass libraries are exceedingly numerous, and are to be found scattered through municipal districts, factories, workers' clubs and dormitories." (HESSEL)

For the development of their library service, Russians appear to have been influenced more by the United States than by any other country in the world. "In setting up a system to provide library service for its far-flung peoples, the Soviet Government solicited the advice of Harriet Eddy, formerly county library organizer in California, and sent one of its own librarians to the United States to study current practices". (HESSEL) In Russia, Dewey Classification is extensively used and some have adopted Library of Congress Classification Scheme also. They have adopted the Anglo-American Cataloguing rules with local modifications ; and following the practice of the Library of Congress, the Central Book Chamber in Moscow has been doing central cataloguing and distributing the cards to Russian libraries. Recently, a Marxist Library Classification is being worked out, which may ultimately replace the Dewey, U.D.C. or Library of Congress Schemes which have been generally in use now.

The picture of the vigorous growth of libraries in U.S.S.R. would remain incomplete without an account of their special and technical libraries, which have also registered tremendous development in recent years. With the 'State Public Scientific and Technical Library of the U.S.S.R.', which was established in 1958, as the apex of the technical library system, there were in 1962, more than 16,000 specialized technical libraries, with a book-stock of 1,75,000,000

volumes. Industry, building and transport including railways are the beneficiaries of this library service. These 16,000 libraries constitute an organic and integral part of the over-all Soviet Library System. The entire process of bibliographical and other library services meant for the industries is organized by this group of libraries, according to the general plan for library service to the community. A system of co-operation and co-ordination with other types of libraries is their usual feature ; and they come under the authority responsible for the administration of all types of libraries in the whole country.

The State Public Scientific and Technical Library has a stock of over 3,500,000 volumes, mainly Russian works on Science and Technology. Books in other languages are also kept. It receives about 4,000 titles of periodicals, serves 45,000 readers and issues on loan 2,000,000 vols. every year. Through inter-library loan system, technical libraries all over the country make use of its resources. The library supplies annually about 3,000 detailed bibliographical references.

In the hierarchy of this system, several Central Scientific and Technical libraries appear next in order. They are grouped either territorially or according to subject departments. A few prominent amongst them are mentioned below :

1. State Scientific and Technical Library of Kazakh SSR, set-up in 1960, has a book stock of 220,000 volumes, and is regularly used by 6,000 readers.

2. Central Scientific and Technical Library for Railways credited with a stock of 2,000,000 volumes, catering to more than 9,000 readers.

3. The All-Union Technical Library of Patents (1924) is one of the largest of its types in the world and its collection of Patents, both Russian and foreign is almost complete.

4. The Central Polytechnical Library (1864) has more than 2,000,000 volumes. Being one of the oldest Russian technical libraries, it possesses a complete collection of pre-revolution and Soviet technical works. Its main function is to disseminate technical information among all sections of the people and to popularize study in science and technology. About 40,000 readers regularly use this library, the number of home issues totalling more than 1,500,000 volumes annually.

The over-all picture of Russian libraries is that of vigorous growth and planned development.

Current Trends in :

East European Countries : Bulgaria

We have seen times and again, that libraries have generally assumed a character conditioned mainly by the social, economic, political and cultural conditions of a community. This is an historical observation based on facts peculiar to a particular country or nation, which has striven hard to preserve its independence politically and culturally, especially during the initial stages of the founding of any social institution, which springs up, out of the social consciousness of the people in general. Bulgaria is at a cross-road between East and West, being in the centre of the Balkan Peninsula. It had its periods of bondage and struggle during the Ottoman Empire, as well as during the Nazi regime of this century. The nature and growth of libraries in Bulgaria reflect a tradition which is unique in the history of development of libraries generally.

The Bulgarians have their “Chitalishte” or ‘Library Clubs’. The Centenary of the foundation of the first ‘Library Club’ was recently celebrated. They love these clubs and set them up on their own initiative. In every village in Bulgaria the two most impressive buildings would be the village school and library club. Local inhabitants take the initiative to collect funds and build the buildings. During the post-war period 600 such buildings were constructed, and other 760 are now under construction. Almost every village has its library club—4,562 villages and towns of Bulgaria, out of a total of 4,698, have their own “Chitalishte”.

These library clubs have traditionally been centre of cultural activity of the people of the country. Their position in the history of libraries apart, these institutions have been closely connected with the aspirations and problems of the people and have also co-ordinated the activities of the people in their political struggles.

The Peoples’ Government set aside every year, 20 million “Leva’ from the annual budget, to help these clubs, which have 1,300 librarians on the state pay-roll. Co-operative farms also help the clubs, financially. The growth of a system of public library has been made possible because of these factors. The present book stock of these library clubs total more than 7 million volumes. In Bulgaria

there are also 2,198 school libraries, 450 of which have trained librarians. The country is thus covered by a library system whose origin is somewhat untraditional but grows up according to the century-old traditions of the people.

The library clubs spread over the thousands of villages and towns, are generally guided by the twenty-seven District Libraries, which have grown up during the last fifteen years. It is interesting to note that within this limited time, the district libraries have been able to collect 2,600,000 volumes much of which are in use. In 1960, they issued out 5,123,000 volumes. Each of them possesses the usual features of libraries in general—the reading room, reference section, circulation section, children's section, bibliographical services, etc. They are financed by the People's Council in each district. They also constitute an important link in the over-all library system in Bulgaria.

In addition to the library clubs and district libraries, Bulgaria has its trade-union libraries, scientific libraries, academic libraries and its national library. The Science-technology library system centres round the Central Science Library, with 58 institutional libraries, including those of laboratories. Between 1944 and 1962, the Central Library's stock has increased from 44,000 volumes to 1,85,000 volumes. This is obviously a remarkable performance.

"Vassil Kolarov", Bulgaria's National Library, was established towards the end of the nineteenth century and was actually resurrected and rehabilitated after the Second World War. It is the centre of the country's entire library system. Its new building has been constructed with enough imagination, making provision of shelf-space for more than 1,500,000 volumes. The main task of the national library is to acquire and preserve all publications of the country, to collect manuscripts, including old Arabic manuscripts, incunabula and documents. In addition to that, it collects foreign literature in humanities, scientific periodicals and reference books in all subjects. Annually, it acquires about 30,000 books selected monographs and classics and about 8,000 scientific periodicals. Since the war, number of its readers and of borrowings have increased by 10 and 20 times, respectively. A library system with a popular base, financed by the people's government has taken firm roots in Bulgaria.

Czechoslovakia

In order to understand the public library set up in Czechoslo-

vakia, it is necessary to know that, its authority emanates at local government level from the National Committee, which forms the apex of the local government in the country. The 'Director of Libraries' is the top executive, who is appointed by the National Committee. The National Committee is the policy-making body of the various departments under it, one of which is the "Education and Culture Committee". The Public Libraries Department forms a sub-committee under the latter.

In Czechoslovakia, the public library system is organized on a regional basis. The city of Prague, having 10 districts, and a population, of 1,003,341 is graded as a region. Each of the 10 districts in Prague possesses its own library and a director of the library. In the region, the over-all library system consists of 60 libraries for the adult people, 50 children's libraries, in addition to 10 libraries exclusively meant for teen-agers. Two mobile libraries complete the system. The other regions in the country has a similar library set up on the basis of the number of districts constituting the region, as well as on the basis of population. In Prague alone, the total book-stock of public libraries was 1,300,000 volumes, and 128,000 registered readers, in the year 1960-61.

The library service is carried through the units, each unit or district being under the charge of a director, and the constituent libraries are under the charge of trained and qualified librarians. The usual grading of librarians being as follows : Directors, Deputy Directors, Chief Librarians, and Assistants all of whom have to take instruction in librarianship. The libraries show a uniform pattern of organization and administration. The Czech system emphasises pre-entry training of all candidates seeking a career in librarianship. This ensures that the public library staff have undergone pre-entry training and have proved their ability by passing the examination conducted at the conclusion of the training. This is a new feature, aimed at the adequate training of library personnel.

The two important features, strikingly characteristic of Czech libraries are the extension work performed on a very large scale. Under the auspices of the Prague Municipal libraries only, there have been some 3,000 talks, readings and recitals in 1961. The other feature is their Book Display, which is of very high order. They are so, because there is a close liaison between libraries and museums and book displays are the results of close co-operation and co-ordination between them. Czechoslovakia is a beautiful

country throbbing with life and activity—a country progressive in the Western manner, with its own ideas and practices. It possesses a library service to match its progressive outlook on life.

Current Trends in :

Scandinavian Countries

Lionel McColvin once pointed out, that in the establishment of public libraries, the Scandinavian countries of Denmark, Norway, Sweden and Finland have achieved near complete coverage and that this has been done on a voluntary basis. The public library systems in these countries have reached the peak of development during this century. This has been possible because of their highly developed social legislation and efficient administration as welfare-state, which has resulted in a sense of security among their general populace, and virtual elimination of class differences, especially in Norway.

That the Scandinavian countries sometimes have thought and acted ahead of the United Kingdom even, in the current developments in public library service, is borne out by the fact that, the assertion that local authorities have a statutory duty to provide library services was anticipated by some two months in Denmark. Under the new Danish Act, which has come into force on the 1st April, 1965, public libraries will now be compulsory, and in municipalities which have no approved public library on that date, it has been made obligatory for the municipal council to establish a public library, by 1st April, 1969. The Danish enactment precedes the Public Libraries and Museums Act of Great Britain, which has been hailed as a new venture in social legislation. Denmark is a small country, prosperous to a degree, and enjoying a very high standard of living. Its population is less than 50 lakhs. Its 1,527 public libraries hold between them a total book stock of more than 90,000,00 volumes. In the pattern of public library organization, its town libraries are central public libraries (Central biblioteker) which in addition to catering for the local people, act as feeder libraries of the county libraries (Amtsbiblioteker) in rural areas.

Finland is a small country, occupying an area as large as Great Britain, with a population of only four and a half millions. The average density of population is only 37 per square mile. The habited areas are dispersed along the coast line and are not

even contiguous. Moreover, it has two races—the Finnish and Swedish—and two languages. Both the races have got to be catered for in respect of library service. In spite of such difficulties, Finland has established a library system which should be the envy of most other countries, even much developed economically. Libraries there, are adequately planned and well financed by the local authorities. The Central Government also extends considerable help to the local authorities to run the well-knit public library system of the country. These libraries enjoy freedom in administration and are locally controlled and administered, either by municipalities or by rural communes. That a socially conscious people and a welfare state is capable of achieving success in the field of public library service despite its smallness in size, population and resources, has been more than proved or established, by Finland, a country scarcely recognized in the Western culture and its history.

Sweden also possesses a well-planned and smoothly functioning library system. Libraries in that country may be roughly grouped into general research libraries, special research libraries and public libraries. To this first group belong the biggest ones in the country the Royal Library in Stockholm (Kungliga Biblioteket), which is the National Library of Sweden, as well as the university libraries at Uppsala, Lund and Gothenburg. These libraries get free copies of all materials published in the country and thus have a universal character so far as the Swedish literature is concerned.

The second group consists of special libraries or technical libraries, possessing literature in one or more fields of human knowledge. Some of them are old established libraries of academic nature in more or less specialised fields. Among the important libraries in this group mention may be made of the libraries of the Royal Swedish Academy of Science, Royal Caroline Medico Chirurgical Institute, Royal Academy of Letters, History and Antiquities, Royal Institute of Technology, Chalmers Institute of Technology, etc. The largest group of special and technical libraries, however, is attached to the industrial and business enterprises and to trade organizations similarly as found in other European countries.

In the public library system, the Swedish communes come into the picture. They are the primary administrative units, each commune having its own library or libraries, varying in size and number according to the size of the commune itself. The total

number of public libraries in Sweden would be about 960 and their combined book-stock is about 13 million volumes. Supplementing these public libraries administered by the communes, there is another form of public libraries in Sweden, which is owned and administered by the local branches of the Workers' Educational Association, which is primarily an adult education organization. This is a unique feature in public library development in the country. The number of libraries in this group is roughly 1,500 with a book-stock of 1,175,000 volumes approximately. These two kinds of libraries constitute the public library system and both these groups are assured of government grants.

Some remarks made in the official Report on "Organization and work methods in Public Libraries", published in 1960, are relevant in the context of the aims and objects set forth for public libraries in the country. It says about these public libraries that, "Their tasks have widened by quantity and deepened by quality. The early distinctions between an academic and a large public library, are no longer strongly marked. Modern public libraries in Sweden are moving more and more toward a union type of library, which has neither a limited book collection, nor serves only limited population groups."

Current Trends in :

Developing Countries & the Arab World

In the annals of modern world, the twentieth century has many interesting events to record and many tales to tell. A major part of it, relates to the struggles for independence throughout the countries of Asia, Africa and South America and their ultimate freedom from tutelage of the colonial powers of England, France, Germany, Netherlands, Spain and Portugal. Colonialism was on the way out after the Second World War. Centuries of exploitation had left the Afro-Asian countries at various stages of civilizational development. When the old links snapped, the resurgent countries naturally felt an urge for development to strengthen their bases of independence. Every emerging nation felt the imperative necessity of immediately forging ahead in the social, economic and cultural fields. The establishment of the United Nations Organization (UNO) in 1945, on the lines of the League of Nations born after the First World War, to protect the freedom and rights

of the peoples of the world in general, was also an event of considerable importance. While the newly independent countries strived to improve their lot through ingenuous efforts, the UNO and its specialized agencies, such as, UNESCO, concerned themselves as to how best they could help the former in their struggle for their growth and development. The latter rightly felt that educational, scientific and cultural development of these countries were the crying needs of the moment. While relating the story of the development of libraries and librarianship in these countries, the story of UNESCO's efforts in aid of the developing countries, thus gets linked up automatically.

It has been historically established that the development of civilization had never been uniform throughout the different parts of the World. While some parts had forged ahead, others had been left in the backwaters of the stream of civilization. The same is true of the modern era, due to various factors of history. It may not be palatable, but it is true that in many countries, especially those which have recently attained their independence, the real value of well-planned library services is just beginning to be fully recognized.

With the assistance of UNESCO, under a joint UNESCO East-Nigeria Pilot Project, a model public library was established in Eastern Nigeria in 1953. With its collaboration, schools for training librarians were also started in Nigeria, Ghana and Senegal ; and the East African Library Association came into being. It has been rightly pointed out that, effective public libraries are needed to reinforce educational efforts of any developing country. By this only, provision could be made for the young people who would soon leave their schools and for the large number of adults who would also become literate, to have continuing opportunities for self-education. A planned educational development, pre-supposes, not only planning for schools and libraries, but also of the provision of adequate number of teachers and librarians to man these social and cultural institutions. To instil in the new profession a sense of purpose, professional organization is also necessary. No library, no librarian can function in isolation. So wherever efforts have been made to establish libraries, sufficient provision has been made simultaneously for the education of librarians and for their professional organization. Development of libraries and librarianship depend largely on these two factors, as well as on the

availability of suitable literature for acquisition. In the developing countries perhaps, or in some of them at least, the lack of suitable literature for public libraries in the indigenous languages has posed a problem, which however nagging, will not be insurmountable.

A Seminar on Public Library Development in Africa, sponsored by UNESCO, was held at the University of Nigeria, in September, 1962. About 30 African countries participated in it. The Seminar unanimously resolved that specific library development plans are required for each African country. Such plan should be based on sound formula ; and it was agreed that efforts should be immediately made to persuade the governments to integrate those plans with their educational and economic development plans. The Seminar also proposed that, in addition to the development plan of the library service itself, urgent consideration must be given to the library legislation, training of library staff at all level, and the financial implications of the plan. The plan has to be implemented in spirit.

The Seminar also observed that, in present-day Africa, it is actually possible to create an original type of library education with original methods and original substance. Library Schools have since been established in Ghana, Nigeria, at Makerera university and Lusaka, as well as at Dakar.

Ghana

The first of the newly independent states in Africa, is Ghana. The wind of change can be seen there in the development of libraries within a period of a decade only, which will not fail to make an impact on other developing countries not only in Africa, but in Asia also. What an emergent nation, however backward it might have been at the time of deliverance, can achieve in course of such a short period, provided it assumes the dynamic responsibility of material, social and cultural development of the country, has been demonstrated in a very definite way in the field of library development in Ghana.

In 1945, there was in Ghana, the only library of any size and importance, at Achimota Secondary School. There was one trained librarian. Public libraries were not known at the time, neither did government libraries of any kind exist. The only books that could be seen were in the school class-rooms. The literacy at this

time was only $7\frac{1}{2}\%$. By 1962, i.e. in less than 16 years, a completely different picture could be seen. The current literacy figure is about 40%. This enormous achievement was due to the mass literacy campaign organized by the Social Welfare Department and the government's development plan for education, executed with high priority and at an accelerated pace. There is now, also a public library system, which sprawls over the entire country, covering an area of 92,000 square miles, with the population scattered all over the country. In addition to the public library set up, Ghana has two institutions for higher education with their excellent libraries, an ever-increasing number of Secondary School libraries, a country-wide coverage of middle-school libraries, a large number of government departmental libraries, and a specialized research library on African Affairs. Reckoned in terms of the rate of growth in developed countries, it may be true to infer that the growth of libraries in Ghana during the last decade, has been more rapid than in any other country in the World.

It would be interesting to trace the background of its preparation for the purpose. The Ghana Legislative Assembly enacted an ordinance in 1950, to institute a Library Board, with terms of reference "to establish, equip, manage and maintain libraries throughout the country". At that time Ghana had only one library, one qualified librarian and practically no book-shop. The newly constituted Board forgot this gloomy picture and sat to work hard, undaunted and in all seriousness. In course of a few weeks it drew up a development plan. The government lost no time to implement the plan ; and libraries sprang up at different parts of the country in large numbers. There is no doubt that these libraries played a significant part in the encouragement of literacy in the country. The authorities took considerable care to build up a cadre of efficient librarians by sending young and enthusiastic men and women to the UK for training in librarianship. "To-day, Ghana can boast of the largest number of local chartered librarians of any of the African countries". Ghana has opened its library School which is at present connected with the Library Association, London, but it has provision to award its own diploma, in course of time.

The Library Board is an independent statutory corporation, financed entirely by the Government of Ghana. From £ G 15,750 in 1950/51, its subvention has increased to £ G 108,080 in 1959/60. The Board also receives grants-in-aid from local authorities when

libraries are opened in their areas. Another very significant fact which needs mention is that, Ghana did not receive any help from any other government or organization for the development of its libraries, which have come into being, as a result of popular efforts and demand at local level. That is another reason why the libraries in Ghana have been accepted as part of the life of the people, and have not been left in isolation or looked upon as extraneous institutions, which often happens when the popular initiative and participation is absent, and institutions are established on the lifeless directives of the bureaucracy. That the libraries are catching up with the growth of education, is reflected in the enthusiasm of Ghanaian children for books to read. They constitute the largest group of readers—60% of the total membership of lending library readers being credited to them. This is definitely a unique and untraditional trend in library use. In little more than a decade and starting almost from a scratch, Ghana has established a library service which guarantees books to every literate person. At present it is engaged with its plan to set up a National Library and Bibliographical Services. Ghana undoubtedly sets an example to the developing and newly independent nations, who are yet to establish a library system of their own.

Arab World

The Middle and Near East, the 'Arab World' as it is also called, has been a cradle of the ancient civilizations—Sumerian, Babylonian, Assyro-Egyptian—the Cultures in Antiquity, which have given mankind as gift the 'Cuneiform' writing—the first-ever known form of writing ; the Code of the Laws of Hammurabi, and the Libraries of Alexandria and of King Asur-banipal. It is human history four to five thousand years in the past.

In the twentieth century, the countries in that region, so rich in history, can only be termed as 'developing countries', most of them having achieved independence only recently. Their problems are almost identical with those of other Afro-Asian countries. The area possesses a human heritage of immense value, a wealth of Arabic manuscripts and books. But what is the state of libraries and librarianship in that region ?

Libraries exist in the Arab World, in their schools, universities, archaeological institutes, and those set up by foreign academies and the colonists and mandatory powers. In some places, modern

industrial and special libraries are springing up. What it lacks, is the indigenous growth of a public library system, which only can assure its peoples a continuity in reading facilities. The countries in the area, with the possible exception of one or two, are still in the throes of their old traditions and age-old ways of life and thought ; although adaptations and adjustments are definitely taking place in the modern struggle for existence and industrialisation.

The main problems they have to solve are as follows : firstly, there is a lack of trained personnel and facility for library training ; secondly, there has been no library legislation worth the name ; thirdly, the national per capita income is very low ; fourthly, there is a lack of technical books in Arabic language ; fifthly, there is absence of specific financial provision for libraries in government budgets and lastly, there is no professional association, nor a professional journal. Perhaps the only exception to all or some of these might be Egypt, which has solved the problems to a large extent. The picture given, reflects only the gloomy side, while undoubtedly, the bright side shows an increasing social consciousness among the people and a growing awareness of the role libraries play in a developing society.

During the past five years, i.e. since 1959 or so, deliberate efforts have been made to tackle some of these problems. In 1959, Cairo University started a full-time library school, perhaps the only one in the Arab World. The only active library associations in this region are those of Egypt and Tunisia. The only professional journal in existence is the "Library World" of Cairo. Among the other developments since 1959, mention may be made of the establishment by the Education Documentation Centre of Cairo, of a 'Union Catalogue of Educational and Psychological Materials in the Arab World', of the foundation of the library associations of Iraq, Lebanon and Jordan ; the construction of a National Library in Cairo, etc. The American University of Beirut has for three years held 6-weeks summer schools in elementary librarianship to train up library personnel at lower level. A documentation centre has also been started in Cairo, with document reproduction facilities. But inter-library co-operation or lending is still very rare.

In 1962, a UNESCO sponsored Regional Seminar was held in Cairo. A classification scheme based on Dewey was accepted in the Seminar as the basis for future work. A suggested code of rules

for descriptive cataloguing and a list of standardized forms of names of Arabic authors was also accepted. All these suggestions came from Dr. Mahmud Sheniti, then Librarian of the American University at Cairo and his colleagues. This shows clearly that, the countries in the area, especially under the leadership of the UAR, have been making necessary efforts to ascertain the real problems of a modern library service and trying to tackle them vigorously. This awareness is basically more important than anything else, in building up a library system suited to an educated and informed society.

United Nations Library

While analysing the trends of development of libraries and librarianship in different regions of the world during the present century, the very institution and growth of the library of the world organization—the United Nations Organization, should not escape our notice. Historically, all big libraries have grown out of very modest beginnings. The Bodelian, Cambridge, British Museum, Library of Congress, Harvard and scores of others, which have grown larger and larger in course of time as prestigious libraries, had this traditional trend of a very insignificant starting. But not so the United Nations Library. In the words of Verner Clapp, “For the beginnings of the United Nations Library were not humble, it was born to the purple with a silver spoon in its mouth ; it sprang into being full-panoplied, equipped with a carefully chosen collection, a catalogue and a shelf-list, a specially recruited staff, elegant quarters and a distinguished clientele.”

The United Nations Library was started in 1945, originally organized by the Library of Congress, who supplied its book-stock along with other libraries. It was helped in this regard also by the U.S. Army, Carnegie Endowment and private publishers. The library equipment was similarly provided and the staff was recruited from the experienced personnel of the Library of Congress, U.S. Department of State, the Council of Foreign Relations and U.S. Navy. Care was taken that the staff contained experts in International Law and in the bibliography of the League of Nations. Originally, the library was housed in a three-room suite in the north-east corner of the second floor of the Veterans' War Memorial Building in San Francisco. In 1946, the Secretariat moved to Lake Success, and Mr. Sigurd H. Rasmussen took charge at Lake Success.

In April, 1947, the Asst. Secretary General of the United Nations constituted a permanent Library Advisory Committee with the following experts : Dr. Luther H. Evans, the Librarian of Congress ; Mr. Carl H. Milan, Executive Secretary of the American Library Association ; Mr. Ralph A. Beals, Director of the New York Public Library ; and Mr. A. C. Breycha-Vauthier, Librarian of the United Nations Library at Geneva. All Library activities were centralized in the Division of Library Service in the Department of Public Information of the U.N.O. In May, 1948, Mr. Milan became the Chief of this Division. It was Mr. Milan who enumerated the policy of the library, its mission in general and its responsibility. He also set the policy of its collection of materials, the services it was expected to render, of the staff in general and of its relation to other departmental libraries in the U.N.O. He also tackled the problems of cataloguing and classification. U.D.C. was adopted and a cataloguing manual was made ready. He also made arrangements for the indexing of official publications. Before retiring in 1950, he got the library transferred to the Executive Office of the Secretary General. In his regime, the United Nations Library obtained the gift of Woodrow Wilson Memorial Library's collection of League of Nations Publications.

1951, the library moved to its permanent site, "Manhattan Buildings." Mr. Edouard Reitman succeeded Mr. Milan, and successively Dr. Rubens Borba de Moraes of National Library of Brazil and Dr. Josef Stummvoll of the National Library of Austria, became the Director of the United Nations Library in 1954 and 1959, respectively.

The history of the library since 1945, has been one of steady progress. In 1951, its collection was estimated to consist of 75,000 volumes of books and 200,000 unbound documents and pamphlets. By 1961, that is in course of 10 years, they had increased to about 220,000 volumes of printed materials and about 40,000 maps. The latter stock does not take into account more than 100,000 items which were weeded out during 1953 and 1954.

With the activities of the U.N.O. growing, reference service has increased with the increase in demand for international materials, including documents. In 1960, there were about 105,000 reference enquiries, or approximately, there was one enquiry every minute of the working year. Borrowings have also reached the figures—100,000 volumes a year.

The library's outstanding contribution is in the field of indexing and other bibliographical work, functioning as a bibliographical beehive, with more than two-thirds of the staff engaged in this work. The production of the United Nations Documents Index, of the Check list, etc., are of world-wide importance.

The United Nations Library which was born with a silver spoon in its mouth, has well lived up to the requirements of the world body to which it belongs. It belongs to all the nations of the world, to the mankind in general, who have founded the organization with very high hopes and noble expectations.

THE INDIAN SCENE

Like other developing countries, freed from foreign domination by the middle of the century, India has been struggling for political stability, preservation of the newly-earned freedom from enemies lurking on the border, for economic development and for a foothold as a leading Asian democracy on a slippery world of power politics. The century started in India with the British Power still in firm control of this vast continent. By the turn of 1940's and after the termination of the Second World War, the ruling power was on the way out. Immediately on achieving independence, India started on a vast programme of economic and industrial development, educational and cultural fields having been relegated to secondary position as items of non-material welfare, which might wait. Its performance in the latter field gives a gloomy picture, but still it has, as a distinct culture-area, shown ambition in the development of libraries, which might be branded as having run far ahead of realities. As a consequence, the development of libraries and librarianship in India during this century has often been uneven. India faces the problems of considerable illiteracy, unplanned education at primary level, lack of public library facilities, low per capita income, lack of financial resources, racial and linguistic multiplicity and a host of other problems, but inspite of all that, it can legitimately boast of a public library movement originating in Baroda in the first decade of the century, establishment of a National Library, a UNESCO-sponsored public library project at Delhi, a documentation centre, a National Bibliography, a Government Report on library development, a planning for a library system, large number of university and special libraries,

library associations, library journals and publications on library science. To keep the sunny side up is to live for a brighter future. With a growing awareness that libraries, especially free public libraries, would be the yardstick with which its progress can be measured, India of the twentieth century has been showing a social consciousness which will prove to be more effective than anything else in forging an integrated library system in the country.

Baroda Public Library System

The movement for the establishment of a public library system was first initiated in India in 1910, in the then native state of Baroda. Sayajirao Gaekwar of Baroda, an enlightened ruling prince, invited Willian Alanson Borden, an American Librarian, to organize a library system for his State. Borden spent three years in Baroda, where in addition to developing libraries, he started a library school, the first of its kind in India, in 1911. A Central Library was established in the state capital, besides a net-work of rural and mobile libraries. By 1930, 85% of Baroda's urban and rural populations obtained access to libraries. This heavy influx of library users is an index to the high percentage of literacy in that state, which has been possible because of the introduction of free primary compulsory education by the Gaekwad, in 1907. He had the foresight to follow-up this educational progress with an adequate provision of public libraries for continuity in self-education. As a rule, he linked every free primary school with a free public library. The Central Library at Baroda was the administrative headquarter of all planning and processing, being under charge of the Curator of Libraries. Newton Mohan Datta was the first Curator. It had also the usual service sections, including a children's corner. This was the first children's library in India. It also had a separate ladies' section, a social necessity in India, some 55 years back. Under the system, every town had a library and every village with a primary school had also one.

The supervision and control of the entire system was made through the Central Library entrusted to an Assistant Curator who had his own staff. The State Government financed the project, with the district boards and municipalities sharing a part of the expenses. The local people's participations in the establishment of libraries in villages and towns was also encouraged, and they were required to raise funds to be subsidized to the same extent by the govern-

ment. Building expenditure was shared between the government, district board and the local authorities. For initial book-stock the state subsidized to the extent of 75%. This pioneer public library system had enthused the people of the country and in course of 20 years the 45 towns and 818 villages of the state had libraries of their own.

National Library

The National Library which was formally inaugurated in 1948, is actually a successor library to the former 'Imperial Library', which in its turn was born out of the old 'Calcutta Public Library', established in 1835. Historically, it was already 113 years old when it was reborn in 1948. The interim transformation of the Calcutta Public Library into the Imperial Library of India, was effected in 1902, by the Imperial Library (Indentures Validation) Act making the Government of India the owner of the building and the library. The National Library was established in 1948, at Belvedere, in the former Viceregal Estates. Its predecessor, the Imperial Library had its headquarters in the Foreign and Military Secretariat Buildings, at 5, Esplanade East, shifting to Jabakusum House at 34 Chittaranjan Avenue in 1942, due to War exigencies. It is rather an interesting coincidence that most of the big libraries, especially the National Libraries, like Library of Congress, British Museum, etc. had to change their habitat several times before they could have a permanent residence. It happened in case of India's National Library too. From Metcalfe Hall to F. and M. Secretariat Buildings, to Jabakusum House and then finally to the Viceroy's magnificent building at Alipore, was an interesting itinerary.

John Macfarlane, an Assistant Librarian of the British Museum was the first Librarian of the Imperial Library. By 1905, he was able to compile and publish several volumes of the Catalogues of its holdings, and on his premature death, in 1906, the famous scholar and linguist Harinath De succeeded him. But De too was not to live long, and after his death in 1911, J.A. Chapman became the Librarian, retiring after a long and meritorious service, in December, 1930. He was succeeded by K.M. Asadullah, a trained librarian, hailing from the Punjab. In July, 1947, on the eve of India's independence and truncation into India and Pakistan, Asadullah opted for Pakistan. It was left to the good luck of B.S.

Kesavan, a teacher-turned librarian with professional training in London, to become the first National Librarian of free India. He took up the immense responsibility of transforming the Imperial Library into a full-fledged National Library, to fix up its headquarters in a building which would reflect its status and prestige and at the same time would provide sufficient space for expansion. Whatever might have been the controversy raked up during the final selection of the site, it has been proved amply that there could not be any better choice for a home for India's National Library. Its posh but quiet surroundings, with arterial roads linking it with different parts of the city was an ideal set-up for a library of such magnitude.

In its early phase, the National Library (then Imperial Library) was enriched by the gifts of the Buhar Collection of books and manuscripts in Arabic, Persian and Urdu, and that of the Maharaja of Tripura. It has received since then quite a number of bequests from philanthropic citizens, but perhaps the richest donation came from the sons of Sir Asutosh Mookerjee, who made a gift of the entire collection of about 60,000 volumes of select books on all subjects, belonging to their illustrious father.

When the library was started, it scarcely had 1,00,000 volumes in its early phase, which rose in 1947, to 3,50,000 vols. ; and now exceeds 12,00,000 volumes. From a book-budget of a few thousand rupees only years back, it now has four lakhs of rupees to spare for books annually. It receives publications and documents from other countries, United Nations and its specialized agencies, as well as from a large number of learned bodies. Its acquisition by exchange and gift has thus assumed considerable proportions. From 5,000 volumes in 1947, the book purchase has increased to 21,782 vols. in 1964-65. The periodicals have increased likewise from 425 to 10,037 titles. In 1947-48, it had 8,590 readers, the corresponding figures for 1965-66, being 3,40,419. The borrowings show a similar steep rise from 9,904 to 72,368.

The library's progress in less than two decades has been phenomenal, which has been due to its prestigious position in the existing pattern of libraries in the country. Moreover, National Libraries, as a rule enjoy certain extra acquisition facilities, viz., depository rights under Copyright Acts, which other libraries do not. The pattern of the National Library has firmly been set, its value recognized and services appreciated. The National Library

of India has been an important event in country's life, and for its organization and development due credit should be given to its entire staff and especially to its first librarian, B.S. Kesavan, who has been succeeded by another competent librarian, Y.M. Mulay, for a long time its Deputy Librarian.

Delhi Public Library

UNESCO's first public library project was undertaken in India in 1950, the Delhi Pilot Project. It was a joint sponsorship of the Government of India and the UNESCO. Although it has no legal foundation under a government Act or Statute, it is backed by an executive order. At the beginning it was under the expert guidance of two renowned British public librarians F.M. Gardner and Edward Sydney. D.R. Kalia is the present Director of the Delhi Public Library. About its inception, it is interesting to note what Gardner has to say, "There was no precedence for guidance, and very little idea of what would be the effect of transplanting modern European public library techniques into Asian terms".

From the very beginning, it was firmly laid down that the library should be free of direct charge to users, and that, it should be administered as an open access library. Both the concepts were practically new to India or Asia. While planning the library it was explicitly enumerated, that it would be a complete library service, with all the usual departments that a fully-equipped public library in U.S.A. or England has, such as, open-access lending section, reference section, periodicals section, children's section, a social service department providing popular lectures, discussion groups, film shows and other extension work. It has started also a section for the blind, where Braille is used.

After 10 years of its existence, which has been an enormous success, its membership has reached 45,000 ; book-stock 1,50,000 volumes and annual issues nearly 800,000 volumes. The progress continues and its much-needed building is in the offing. The annual expenditure has reached nearly Rs. 400,000. Gardner comments again, "what surprises me is that Delhi Project has not been followed up with many others, that the immediate and obvious success of this experiment was not followed up". Total expenditure of UNESCO in this project was less than \$100,000. Says Gardner, "Why is the public library idea so slowly implanted in countries outside Europe, North America and Australia ? Public libraries are

agencies that speak directly to the people. They help on literacy, foster culture, and directly assist the production of books in indigenous languages. Yet in the under-developed countries, particularly in Asia, the public library movement is not making the progress it should. The problem, I am convinced is not one of money. If 5% of the Education budget were devoted to libraries in most Asian countries, there would be the start of a public library service. Nor is the problem exactly one of provision. In many countries, there are not too few public libraries, but too many libraries masquerading under the name, provided by charitable organizations, semi-government agencies, cultural agencies, which have no guarantee of continuity of expansion, no trained staff or library technique, and above all, neither of the two pre-requisites of a public library—free use and free access. What is needed, is a new stimulus, and pilot projects offer the best possible stimulus—to show what can be done by doing it”.

The library has made all-round improvement in respect of its book-stock, book-issues, registration of readers, branch libraries, deposit stations, mobile libraries, etc. When the library started functioning in 1950-51, it had a book-stock of 13,887 volumes and 6,072 readers with 38,757 borrowings. In 1963-64, the corresponding figures are 2,34,257 volumes, 73,608 members and 14,38,834 volumes. The progress has been steady and very revealing as well. Library service, like any other social service freely rendered, will never reach the point of saturation, especially in countries like ours, where the lack of it is still the rule.

INSDOC

The Indian National Scientific Documentation Centre (INSDOC) was founded at New Delhi, in 1952, by the Government of India, under the sponsorship of UNESCO. Till recently, it was functioning under the National Physical Laboratory (NPL), its Chief Officer being designated as Head, INSDOC. The N.P.L. and INSDOC are both constituent units of the Council of Scientific and Industrial Research (CSIR). Since 1963, it has been raised to the status of an independent constituent unit of CSIR, and the former Librarian, National Library, B.S. Kesavan, has taken over charge as its first Director. As a scientific documentation centre, INSDOC performs the following functions : (i) To receive and retain all

scientific periodicals which may be of use to the country, (ii) To inform scientists and engineers of articles which may be of value to them, (iii) To answer specific enquiries from information available only in the Centre, (iv) To supply photocopies or translations of articles required by individual researchers, (v) To be a national depository for reports of the scientific work of the nation, both published and un-published, and (vi) To be a channel through which the scientific work of India is made known and available to the rest of the World.

In discharging its above functions, INSDOC publishes the 'INSDOC List', a semi-monthly documentation list, which is prepared on the basis of receipt by airmail of title-pages of scientific periodicals.

Supplying photocopies or translations of articles and other documents is part of its regular work. It prepares special bibliographies on request and answers reference enquiries.

Recently, it has made a laudable effort at bibliographic control of scientific material, published in India, bringing out a new publication, 'Indian Science Abstracts'. As a preliminary work it has also published a 'Directory of Indian Scientific Periodicals', listing 725 items.

It has also been entrusted with the publication of the 'Bibliography of Scientific Publications of South and South East Asia' being a joint effort by UNESCO, Science Co-operation Office in New Delhi and Djakarta. From 1964, it has started a course in 'Documentation and Reprography' imparting training in this specific field to working librarians, mostly. The 'Annals of Library Science', INSDOC's library journal published since its inception, has reappeared after a temporary suspension, with a slightly changed title, 'Annals of Library Science and Documentation'. It has been playing an important role as our National Information and Documentation Centre efficiently, and with a progressive outlook.

I. N. B.

A national bibliography is not only a bibliographical record of the current publications of a nation, it is also a prestigious record of a nation in a field where a few developing nations have yet achieved any measure of success. In case of India this achieve-

ment is more pronounced, because it has successfully tackled the nagging problem of the diversity of languages that prevails in India. By making entries of publications in fourteen Indian languages, transliterated into Roman script with diacritical marks, it has solved the problem to the satisfaction of all of its users.

It started publishing since October-December, 1957, and from 1958 onwards, as a quarterly, annually cumulated. Recently, it is being published every month. Material received in the National Library, Calcutta, under the Delivery of Books and Newspapers Act of 1954, as amended in 1956, is recorded. It is in two parts ; one covering general publications, the other government publications. Arrangement is in classified order, and both Dewey and Colon numbers are assigned to each entry. There is an alphabetical subject index with every issue, which is very exhaustive.

The work of compilation and publication has been assigned to the Central Reference Library which is yet to be founded. The work is being done therefore in the National Library, Calcutta. B.S. Kesavan, formerly Librarian, National Library, has been its founder editor. The success of the project owes largely to his drive, labour and foresight. Y.M. Mulay, the present National Librarian, is currently its editor.

Library Advisory Committee Report

In 1956, Government of India set up an Advisory Committee for libraries with K.P. Sinha as Chairman and Sohan Singh as Secretary "to recommend the future library structure of India". This was the first committee ever appointed by the government to enquire into and report on the state of libraries in the country ; and also to recommend structure of library development in independent and resurgent India. In June, 1959, the Report was published. The actual terms of reference, which are very wide and far-reaching, are as follows :

1. To enquire into the present reading needs of the people, how they are met and what part the existing library set-up plays, in meeting the needs.

2. To enquire into the reading tastes of various sections of the people, what agencies are there to provide suitable literature and how the reading tastes and hence the literature can be improved.

3. To recommend the future library structure in India.
4. To recommend the terms of co-operation between the library and the social education set-up.
5. To go into the question of training of librarians and the conditions of their service.
6. To make recommendation on the administration and financial measures necessary to support the future library set-up in India.

As pointed out by my colleague, N.C. Chakravarty, the terms of reference appear to be a bit too ambitious, in as much as, the Committee has not been able to do more than make general observations on items 1 and 2. It has achieved some success with regard the other items.

The Report opens with a brief account of public library development in India since the nineteenth century. The Report then states, that since the introduction of development schemes in 1952, the Central Government met two-thirds of the total expenditure of a little over a crore of rupees incurred by the State Governments. Although very insignificant as compared to real needs, the fact that more than 60 lakhs was expended by the Central Government by the end of the First Five Year Plan (1956-57), is a pointer to the State's recognition of responsibility for the development of library service in the country. State-wise phases of library development has also been given in the Report. The Committee then makes specific recommendations of a five-tier library system : National Central, State Central, District, Block and Panchayat Library. It recommends that a state level library authority will vest upon an independent department of Social Education and Libraries, with the State Librarian serving as its Chief Technical advisor. A similar Central authority with qualified and trained advisory staff, in the Ministry of Education is envisaged. The Report also enumerates exhaustive list of functions of the State Library Department. Despite certain contradictions and anomalies in the Report, the structure of the 'Public Library System' as recommended, deserves serious notice and commendation. Unfortunately, it does not recommend the inclusion of representatives of professional associations on the All-India Library Council.

In several chapters, the Report also discusses auxiliary services, library co-operation, personnel problem, training for librarianship,

libraries and social education and library finance and administration.

The Report is a pioneering work and as such, needs our respect and consideration. But the discouraging aspect of the whole thing is, that practically nothing has been done even six years after circulation of the Report, to implement its recommendations.

Five-Year Plans and Library Development

Indian librarians have enough reasons to grumble and feel disillusioned at the rather scant consideration given in the Five-Year Plans, to the development of libraries in India. The provision made in the three successive plans for the purpose, is too inadequate by any standard. For nearly 12 crores of literates in the country very little could be achieved in such an important field of essential social service, obviously due to the niggardly provision made therein.

By the end of the First Plan—although the Central Government provided to start an integrated library system—only 9 State Central Libraries, (in Assam, West Bengal,, Madhya Pradesh, Panjab, Rajasthan, Pepsu, Saurashtra, Bhopal and Vindhya Pradesh) and about 100 district libraries came into existence. In the Second Plan, provision was made to set-up 320 district libraries and State Central Library in each of the remaining states. Rs. 140 lakhs had been allotted for library development in the States and Rs. 10 lakhs for training of librarians. Actually, however, Rs. 90 lakhs was spent on library development. It is a pity that the State Governments failed to utilize fully even this paltry allocation.

In the Third Plan there is a statement that, "An adequate system of libraries is an essential part of any well-organized system of education". Curiously enough, development of public library service gets the least priority in the scheme of things in the Plan, inspite of the lofty statement. Whatever the pious wishes and allocations, the Centre and States are expected to do very little, as they still hesitate or deliberately keep away from any expert and informed opinion in the matter. Professional organizations who have for years been demanding and suggesting a suitable pattern of library service for the country as a whole, have not been taken into confidence, by the planners; and only for the Fourth Plan, which is to operate from 1966-67, a 'Working Group on Libraries' has been appointed by the Planning Commission, which is cur-

rently engaged in preparing a draft programme for public library development in the country. We can expect this time, a well-formulated free public library development plan, with adequate financial provision, for realization of our objectives. The planners should keep in mind that, "Public libraries are agencies that speak directly to the people. They help on literacy, foster culture, and directly assist the production of books in indigenous languages" (GARDNER). While U.K. spends per annum Rs. 33.456 crores for its 5.3 crores of population, on library development, and U.S.A. spends Rs. 148.8 crores for its 18 crores of population, India spends only Rs. 1.5 crores for its population over 45 crores. It is not an exercise in figures nor a connivance at unusual comparisons ; it is all hard facts and rather depressing facts from the Indian point of view. India may not be so affluent as U.K. or U.S.A., but the problem of financing is also not insurmountable. A mere 5% from the total Education Budget will more than meet the initial requirements of a well-planned library development in our country.

University Libraries

University as an institution of higher education has always held an eminent position in the social and cultural set-up of our country, since the very olden days. In modern period also, there have been some universities more than 100 years old, some established in course of this century, during the British regime, and quite a large number was founded since India attained independence in 1947. On the present count, there are about 65 universities and other institutions of higher learning and some more are in the offing. That a library is the brain or nerve-centre of a university has also been an age-long concept. This has led to the growth of university libraries in India at a steady and reasonable pace. A characteristic feature of their accelerated growth since the 1950's is also evident. This has been due to three factors : establishment of the University Grants Commission ; availability of \$ 5,000,000 or two and half crores of rupees accruing from the interest on the U.S. Wheat Loan Fund, for the purchase of American books, journals, equipments, etc. for university libraries ; and considerable gifts of private collections to the university libraries, by munificent philanthropic donors. Book donations constitute a large segment of the stock of these libraries.

In pursuance of the recommendations of the University Education Commission, appointed by the Government of India, in 1948, the University Grants Committee was constituted in 1953. It was given an autonomous statutory status by an Act of Parliament in 1956. As a part of its policy, the U.G.C. has been regularly providing funds to all universities, old and new, not only for the purchase of books and journals for their libraries, but has also been providing funds, on the basis of matching grants from the state governments, for construction of new buildings for the libraries and for library equipments and furniture. On a rough estimate, five/six crores of rupees have already been spent by the U.G.C. on this account, during the plan period. University libraries owe largely to the U.G.C. for their growth and progress, since the latter half of the present century.

Benefit accruing to the university libraries from the interest of the Wheat Loan Fund, has also been considerable. 36 university libraries and 52 research libraries obtained Rs. 7,000,000 approximately, on this account, which opened up a unique opportunity for them to acquire much-needed American books and journals. The fund allocations have been fully utilized and library stock has been judiciously augmented in the required fields of knowledge, by the acquisition of text books, reference books and scientific and technical journals and other learned treatises and periodicals.

The U.G.C. has not only seen to the development of faculties and research in the universities of India, it has also recommended and implemented higher pay scales for the teachers. Their concern for development of university libraries has also been enlivened by their recommendation of a status for university librarians on par with the teaching staff. Implementation of this latter recommendation has been subject to matching grants by the universities or state governments, which has held up the progress of ensuring a uniform pay scale for all university librarians. The centrally administered universities and a few others, have been able to implement it. In this context, the sincere and ceaseless efforts of Dr. S. R. Ranganathan, Chairman of the U.G.C. Library Advisory Committee, need special mention. His Library Committee Report is a document of enduring value, which provides standards and guiding principles for administration and organization of university libraries, specifies qualifications and pay scales of university and college libraries, makes recommendations for education for librarianship,

and deals with other relevant matters in a novel and ingenious way. It has been a stimulating factor in Indian Library World.

Special and Research Libraries

As in other countries, developed or developing, there has been an upsurge of scientific, industrial and technological research in India, especially since the end of the second world war and more so, since India attained independence. As a consequence, a perceptible increase in the quantity and quality of this type of library has been witnessed in recent times. A few hundreds of special, technical and research libraries have sprung up in various parts of the country, to cater to the demands of scientists, researchers and technologists. The Council of Scientific and Industrial Research (C.S.I.R.), the top-most organization in the field, was constituted on the lines of D.S.I.R. of the U.K. It had, in 1961-62, 31 national laboratories working under it.

From a recent survey report we find, that the total number of scientists working in these national laboratories was 5,111 in 1962, and per scientist, the C.S.I.R. spent about Rs. 766.87 in 1961-62. Compared to similar expenditure in advanced countries, it makes poor show, but as a trend towards availability of library facilities for Indian scientists it has its own importance. The total expenditure on national laboratories in 1961-62 was 30.06 million rupees, out of which only Rs. 0.814 millions were spent on libraries, this again seems inadequate. At least 5% of the total budget on scientific research should be allotted for the libraries to enable them meet the demands of the scientists in respect of reading materials adequately and effectively. Although, there has been a general rise in the financial provision to organizations and institutions in this field, a commensurate rise in the fund allocations to the libraries attached to them, has not been a feature, though much expected.

Economic development depends much on the nation's progress in science and technology, the neglect of which will defeat the purpose of all planning. Scientific libraries' demand of a little more attention cannot be brushed aside easily, in the perspective of an integrated library system in the country, which is an emergent problem of large proportions.

By the existing standards and practices, gradually evolving in the different culture areas, India's position vis-a-vis its libraries, is not very high, but the outlook is not so gloomy as compared to other

developing countries. In Afro-Asia, in Arab world, in South America, there has been an inexorable march of progress, overstepping the traditional impediments, and India too is in step with them, but the latter seems to have the initial advantage of having a core library system, though un-coordinated, un-planned and under-nourished. It also has a growing system of education for librarianship at different level, a number of professional library associations on all-India and State level, and an increasing volume of indigenous library literature, both in English and regional languages, including a number of professional journals. What India needs is an over-all development programme for libraries of all kinds, of library schools, of its professional organizations and above all, of the profession of librarianship itself. The world of to-day has been progressing fast in the sphere of librarianship and the nations caught napping will evidently get out of step in this march of progress. Let twentieth century be the flowering of an era in reality.

In the area of our concern we have some achievement though not so spectacular as in other areas of our activities. India too can, however, reasonably hope for the full flowering of the New Era in as much as the Indian scene is enriched with new trends, new thoughts, new ideas, much of which have flowed direct from that doyen of Indian librarians, Dr. S. R. Ranganathan, who has put India permanently on the map of world librarianship. Sometimes, his has been the lone voice in Indian wilderness but his dedication, tenacity and pioneering zeal have also been proverbial, and his call has found an echo in the heart of every genuine librarian.

14

THE MARCH OF PROGRESS

Problems as Reflected by Historical Survey

A retrospective reckoning of the process and the extent of growth of libraries in any period of history, and especially the modern period, make certain revelations as to the problems which are common to almost all types of libraries. The problems that every growing modern library has to face to-day, may have assumed vast proportions owing to the acceleration of the growth process, but generally, they can be ascribed to the normal evolution of the library and to the general historical climate. The most nagging and insoluble of all such problems, is the problem of space. The ancient libraries with their clay tablets, papyrus or parchment rolls, or the palm-leave manuscripts, etc., certainly had their problems of space, storage, preservation, organization and services, created in the process of the growth and increase of their libraries and their users. Similarly, the medieval libraries with their illuminated manuscripts, vellum codex and the incunabula had to face problems if not of space so acutely, of their preservation, duplication or copying, their use, and other allied problems. Since the technological innovations of paper and printing and of the new book-form, reading materials are being published at an exponential rate. Growth has consequently been accelerated, leading to the gravest problem of the modern library. It is inherent in the evolution of the modern library, and in the modern historical climate. There are other problems also, which all modern libraries face to-day—the problems in classification and cataloguing ; problems of organization of the library resources in a region or country ; problems of education for librarianship ; and problems of limitation of operation and survival. As rightly pointed out by Hessel. “At present this is no less true than in the past. For some time now, libraries have been beset by common problems on the solution of which depends their future progress, and to-day, when the whole society is in convulsion, clear analysis of these problems and full awareness of possible solutions is imperative”. There have been attempts at make-shift policy changes, a cluster of short-term palliatives to by-pass such problems, but the need of the hour is

to face them squarely and evolve a strategy for fairly long-term, if not permanent solutions.

Problem of Space

The problem of space has been precipitated by two factors : the publication explosion and the population explosion. Throughout the world, in all languages, every year some 400,000 books are being published to-day. By the middle of the fifteenth century printing was invented, and in the seventeenth century, the German scholar-librarian Leibniz had reason to say, "If the world goes on this way for a thousand years, and as many books are written as to-day, I am afraid that whole cities would be made up of libraries". Leibniz was prophetic in his remark, but then, could he visualize the 400,000 titles per annum ? Books now-a-days proliferate at so rapid a rate that even special and research libraries, which try to collect everything appearing on a given subject, double their size every 16 years. The position of general libraries which represent almost all fields of knowledge can be better imagined than described. In the sciences and their applied fields only, more than 50,000 periodicals make appearance. Can any library, however much forethought has been given to its future expansion, find space for its ever-increasing acquisitions ? Attempts have been made to solve the problem by having steel stacks, rolling racks, etc. for efficient storage ; by having separate depositories for storing rarely-used volumes to relieve pressure on much used ones ; by systematic and frequent discarding of unwanted and obsolete materials ; by substituting bound volumes of periodicals and other serials by their micro-forms, and so on ; but the problem of the storage space still remains. The space for reading has been shrinking in every library in direct proportion to the increase in the number of readers. More people in the world, more education, create more readers, thus accentuating the space problem further. New architectural innovations and ingenious methods for storage may ultimately lead to a long-term solution.

Problem of Classification and Cataloguing

Next comes the problems of Classification and Cataloguing. Some advocate a classified catalogue and parallel shelf-arrangement, some dictionary catalogue and classified arrangement of books, some again consider space and physical convenience as

determining factors for shelving, having a declining faith in classification. In Europe to-day, especially in Germany, many libraries are now dividing their books into a few large groups, arranging them by size and then in accession order. They rely on Subject Catalogues, and Classified Catalogue is gradually becoming a tool for the library staff only. Then again, the Dewey Decimal Classification which is extensively used in world to-day, had to be revised for the 17th time. Whatever changes or improvements are thus made, burden the processing work, creating problems. The inconclusive debate regarding the relative efficiency of the enumerative schemes and the analytico-synthetic schemes facilitating faceted analysis of documents, is a constant source of confusion. An element of inducement has been introduced in America, which in a way tries to solve the problem, by putting Dewey and Library of Congress call-numbers on Library of Congress Catalogue cards. Then again 'INB' in India has been using two call-numbers, D.C. and C.C. One may choose either of the two schemes to avoid the trouble of classification and cataloguing and keep away from any controversy. But it is neither a palliative nor a solution, at best it is playing safe. Does it not lead to intellectual stagnation ? A discipline which refuses evolutionary trends and revolutionary ideas, signs its own death warrant. If librarianship or library science is to claim its rightful place among other disciplines, it has to imbibe new ideas, thoughts and practices.

Emergence of the Dictionary Catalogue, in which America has led the way, and the publication of the Anglo-American Cataloguing Code, are regarded as milestones in Cataloguing history. Even then, a new movement towards a more simplified catalogue has been gaining in strength. If the catalogue is to be a tool for the user of the library—easy, facile and effective—it has reasons to be as simple as that. But at what sacrifice ? The protagonists of Classified Catalogue Code are by no means weak in their polemics, and the great debate goes on all the time.

The new trend envisaged in the production of gigantic printed catalogues, as those of the British Museum, Library of Congress, Bibliotheque Nationale and the German Union Catalogue, is also to be seen in the historical perspective of the modern age. We want to do things in a big way. Each catalogue, worth thousands of rupees, may be beyond the means of most of the libraries to possess, but they will remain as our cultural heritage. That is the com-

fort which history provides us.

Problem of Library Resources

Research material, consisting mostly of periodicals, reports, dissertations and various other documents, are dispersed throughout the scattered libraries in a country. The problem of scholarly resources being available to a few and not to all who need them, is being tackled at national level. Several surveys of library resources have been made in recent times. To enable the scholars throughout the country to get at research materials expeditiously, will undoubtedly be facilitated by comprehensive inventories of resources, prepared in the form of union catalogues. Supplemented by an efficient inter-library loan system, they prove to be a boon to scholars and researchers as well as to librarians who desire to serve their clientele to their fullest satisfaction. Gregory's 'Union list of Serials in libraries of the United States and Canada' the third edition of which is to make its appearance soon, the 'British Union Catalogues of Periodicals' 4 vols. and supplements upto 1960, and a few others of this type, already published in some other countries, bear witness to the growing awareness of this problem and of the ways of solving it.

Problem of Education for Librarianship

The aforesaid problems bring into prominence certain objectives, to achieve which, marshalling of library resources and improving organization of libraries are necessary. It is consequently necessary to maintain also competent staff in the library. This brings to the fore the problem of library education—of professional training of personnel. To bring out a cadre of efficient librarians, adequate provision for formal training facilities pose a new problem. Although, the first librarianship training course was started at the University of Gottingen, in Germany, in 1886, followed by the establishment of Mellville Dewey's first library school in the United States in 1887, the first professional examination was actually held by the Library Association of London in 1885, much before the London University School for Librarianship was opened, in 1919. The records of these pioneer institutions provide material for the history of this vocational training. The formal training in Librarianship is more than 50 years old, making it necessary to evaluate such training, in the context of growing needs and complexities. For

the developing and under-developed nations of the world, training of personnel for their newly founded library systems has become an imperative necessity. This need has to be catered for. In countries developed in this field, there have been different aspects of emphasis : in the European continent, "much emphasis is still put upon auxiliary sciences, such as, palaeography, and generally upon scholarly elements of the profession, while in America, more attention has been paid to methods and technical processes, especially for public libraries. Russia has also developed long and intensive courses for her librarians, in which both American and German methods have been adopted." (HESSEL). In Britain, library education is more or less a semi-apprenticeship system, with empirical orientation.

Before describing the different patterns of library education prevailing in the leading countries of the World, discussion of certain fundamental questions relevant to it may be necessary. The first and foremost query would be, 'whom to train' ? Not every body who would like to join the ranks of librarianship. Many misfits like to come aboard. They should be discouraged and eliminated through careful screening. It is not an accident that many of the professionals, we find to our dismay, are wearing clothes which do not suit them, or at least they are ill-at-ease in them. They are surely misfits and should be discreetly bye-passed. "There should be a library talent search, screening carefully, men and women, comparatively young, mentally superior, personally charming and morally tough". (LYLE)

The next question is 'how to train' ? What constitutes a proper education for librarianship is no longer a debatable point. It has been accepted that, liberal education, professional training and supervised experience ought to be 'must' for aspirants to this profession. Such liberal education should certainly not be less than a graduate's degree post-graduateship being preferable. Subjects belonging to the professional librarian's curriculum must be gone through, and finally, there must be some post-library school experience under rigorous and capable leadership as is normally done in the medical and legal professions.

To be really effective as Stokes has said, vocational education for librarianship must be rooted in a good standard of general education ; in addition to the teaching of basic skills, a comprehension of the principles also should be of first concern ; and

such education should be imparted through the agency of library schools, which brings in its train a far greater cohesion throughout the whole profession.

The questions and problems posed above, if solved satisfactorily, will validate any pattern of library education, whatever might be the palpable differences in patterns from country to country.

According to Richardson, the beginnings of Library Schools have their origins, not in the nineteenth century schools of America, Great Britain and other countries, but in a much earlier period of civilization, rather in the ancient period. He contends that to trace the origin of library schools, we should go back to the 'Schools for memorizing' or 'Sruti', in Ancient India, before 3200 B.C. Knowledge and the dissemination of it, has been a perennial cultural feature in every period of human history. There might have been, consequently in the remote ages, some form of training for those who were entrusted with the job of disseminating knowledge orally or through recorded media. But the history in human memory does not help us much in tracing their pattern. We can see the evolution of the modern librarian through a few centuries only, since the pioneering days, when few were trained for library tasks, and only men of personality, scholarship, consecration and imagination took up this noble job. As libraries grew larger, their users increased, leading to complexities in organization and administration, and library instruction become a *sine qua non* of entrance to and advancement in the profession of librarianship.

Library Education in America

The American Library Association, world's first regular library association, founded in 1876, introduced a notice to the public in its early days, "The business of a librarian is a profession". Being essentially a practical profession, prospective librarians had therefore to undergo a system of library education. Its first library school was established as the "School of Library Economy" at Columbia, in 1887 largely due to Melville Dewey's efforts. Upto 1923, quite a number of library schools were established, which had independent and un-coordinated instruction methods, which came under criticism both by academicians and librarians. Under the auspices of the Carnegie corporation, a report was presented by C. C. Williamson in 1923, which demanded among

other things, "tightening of entrance requirements, scientific training in a few qualified schools, closer relationship between these schools, and universities and the building up of high ranking faculties". (PREDEEK). Since 1924, the ALA, has been connected with professional education in its Committee on Accreditation. "The Association does not itself award certificates of competence in Library Science, but grants professional recognition to library schools conforming to the standards which it lays down" (ASLIB Hand book). In the United States, the diploma given by the library school is the final assessment, strictly in accordance with the world-wide usage of university degrees. The education provides a broadly based theoretical approach to librarianship, along with instructions in basic skills. The various American University Schools of librarianship award degrees—B.L.S. or B.S. in L.S. Since Williamson's report, there has been a distinct turn in the trends in education for librarianship, emphasis shifting to advanced study, from the routine techniques. The core of instruction was the belief that, the library was sociological phenomenon and was significant as a social agency. To understand methods and work of library in this perspective the librarian was expected to have mastered one academic field at least. "According to the revised standards set-up in 1951, the basic training of a librarian in U.S.A. starts after leaving the secondary school and comprises five years of collegiate education : two years for general education, two of subject concentration, and one of professional library education." (LANDAU). One of the most conspicuous library-conscious countries of the world, U.S.A. has seen that education for librarianship has attained post-graduate level.

The Graduate Library School of Chicago University, was established in 1926, with the rank of a faculty of the University and with a dean and full professors. Many other universities followed Chicago in establishing Graduate Schools in Librarianship, bringing in the pattern of American Library education a great cohesion throughout the entire profession.

Library Education in U.K.

The Library Association in the United Kingdom, was founded in 1877 at London, just one year after the American Library Association was established. The recognition of librarianship as a profession, based on widely acknowledged standards of service,

has been due largely to the efforts of this association. "On two matters in particular the Library Association left its mark during the first half-century of its existence—the development of legislation governing the public library services, and the establishment of professional standards of qualification allied to the provision of adequate teaching facilities." In U.K., Library School was actually started in 1919, at the University College at London, and until 1946, it was the only one. Now there are 14 full-time library schools in Britain (offering University Diplomas). But the Library Association in U.K. holds a very strong position, so far as education for librarianship in the country is concerned. All the library schools in Britain, with the exception of the School of Librarianship and Archives of the University of London, and two other University schools are tied hand and foot to the syllabus of the Library Association. Conducting examinations and issuing diplomas are the privileges of only the Library Association and these Schools. To become a Chartered Librarian one must pass the Final Examination of the Library Association.

In Britain, the General Certificate of Education is regarded as adequate for entering any course in Library Science, except of course in the London School, as also some other schools where it is essentially a post-graduate course, lasting not less than a year.

Starting its first professional examination in 1885, the Library Association's syllabus has undergone many changes, although it stuck to a three-stage pattern of education—elementary, intermediate and final, ever since. The present syllabus, as modified, consists of First Professional, Registration and Final Examinations. The London School's examination has a basic resemblance to that of Library Association, the only departure in the case of the School Diploma being, that a candidate has to submit a thesis also. But the graduates of the London School of Librarianship have still to take one part of the Library Association's final examination, before they qualify for Fellowship. The syllabus for the Association's examinations was substantially revised in 1960, and further modified in 1961, in the light of criticisms made. In Britain, there are 45 other schools offering part-time courses. There are also correspondence courses.

Library Education in U.S.S.R.

Soviet Russia has also developed long and intensive courses

for her librarians, to man her fast-growing library system, which already consists of 400,000 libraries. In U.S.S.R. 134,000 librarians work in the public libraries alone. Their system of library education appears to have been influenced both by the American and German methods. Librarianship in U.S.S.R. under the Soviet regime, dates back to 1930's. It has gradually developed into an advanced and independent training course, leading to a professional diploma after 5 years' study.

“The purpose of training has two implications—first, that library work must be regarded as a profession, on the same basis as, say, teaching, economics and engineering ; and that, librarians, if they are to be successful in their work must receive theoretical, historical and practical training to the same standard as that provided for other specialized intellectual work. Secondly, the training provided for librarians now-a-days, must take account of the requirements of the different types of libraries, i.e., the emphasis must be on those which are of prime importance from the standpoint of social development (e.g., public libraries and specialized libraries of various kinds)”. (KOVACS)

Education for librarianship “is provided by library Institutes and faculties of library science at universities and pedagogical institutes ; advanced library courses at the largest scientific libraries ; and special short courses and seminars in cities and district centres and at regional and municipal libraries. Post-graduate study is available for the preparation of specialists in library science and bibliography”. (RUDOMINO) For admission to the institutes and faculties, graduation from Secondary School and passing the Entrance Examination, are essential pre-requisites. They provide training to prepare personnel for public, scientific, technical, and children's libraries. The curricula envisage three subject groups : General Science, Polytechnical subjects and Special Library subjects and require $4\frac{1}{2}$ years' study. Foreign language is obligatory. The teachers in these institutions of advanced library training, in Moscow and Leningrad Library Institutes, etc., are qualified specialists in various fields of knowledge, with a good command of library techniques and bibliographical knowledge.

There is also provision for training of subject specialists in various fields who are already endowed with higher education. Physicists,

Chemists, physicians, mathematicians, biologists, historians, economists and other specialists, can be trained in library science, in advanced courses for specialists, at large libraries, in a course of training lasting 2 years.

There is again, the training of librarians in the technical library schools and library divisions in institutions of popular education. They bring out librarians of the intermediate grade, chiefly for rural libraries, district, municipal and children's libraries. The period of instruction in this case also is 2 years.

Lastly, the Moscow and Leningrad Library Institutes and the Library of the U.S.S.R. Academy of Sciences, provide post-graduate training for research workers in library science and bibliography, and for the teaching personnel for schools of library science. The period of study is 3 years after leaving the job, or 4 years while on the job. Every post-graduate student is required to submit a thesis. Taken together, the entire pattern of education, reflects a balanced system of library training.

Another interesting feature of library education in U.S.S.R. is the system of government stipends for all students. Those on the job, but have no advanced library training, are also given the opportunity through evening or correspondence divisions of the library institutes. Their courses run for 5 years. Students in such courses enjoy the privileges of one month's leave with pay, annually at the time of the examination session, and in the fifth and final year two months' leave, also with pay, for preparation for the examinations.

Library Education in India

Education for librarians was formally started in India, in 1911, by an American Librarian, William Alanson Borden, at Baroda, a former native state, now integrated in the State of Gujarat, since independence. Borden's services was secured by the progressive ruler of the state, Sayajirao Gaekwad for the purpose of establishing a public library system in the state. The progressive prince had been to the United States twice, and was naturally impressed with the library system flourishing in that country. Borden realized that a new public library system would require a batch of library workers trained in the skills to operate the libraries. The school was, however, short-lived. Another American librarian, Asa Don Dickinson, best-known for his "Best Books" series, started a library training

course in 1915, at Lahore in Punjab, while he was serving as the librarian of the University of Punjab ; which school continued till 1947 when the continent attained independence, but was truncated and partitioned into India and Pakistan. The next effort may be credited to the doyen of Indian Librarianship, Dr. S. R. Ranganathan who led the Madras Library Association and was the librarian of the Madras University when he started giving training in 1929. Ranganathan carried his scheme of education for librarians, at every stage of the changes in his professional career—to Banaras and Delhi—in his subsequent appointments in 1945 and 1947 in these universities. Even now, in his advanced age, he is busy imparting training in documentation and advanced library science, in the Documentation Research Training Centre at Bangalore, over which he presides as its teacher, mentor and guardian angel.

D.R.T.C. was instituted in 1962, under the auspices of the Indian Statistical Institute. It offers a full-time course of training, oriented mainly to documentation, at post-graduate level. Duration of the course is full 12 months, plus post-course apprenticeship for another two months and a post-course project for 6 months. The Diploma offered is Associate of D.R.T.C. The Centre has full academic status with Professor, Reader and Lecturers. Only 10 students are admitted per year, mostly candidates deputed from different institutions. Unattached candidates get stipend of Rs. 100 per month. Dr. Ranganathan who is the honorary professor renders his services free. His life-long service towards the development of libraries, on training in librarianship, on library legislation and his incomparable contribution in the field of library literature has earned him world-wide fame, and recently he has been made the National Research Professor in Library Science by the Government of India, a distinction which is unique in our profession.

Dr. Ranganathan's aim is to establish a nucleus for research in Library Science in India, which is already in existence, under his expert guidance. Provision for Research Fellowships has also been made in D.R.T.C. Documentation without gadgets, although knowledge of 'computer' is imparted, is his ultimate objective, which constitutes a new challenge to modern librarianship.

Another pioneering effort in library education in India must be credited to K.M. Asadullah, the Librarian of the Imperial Library, (changed later into National Library) who started librarianship diploma course, under the sponsorship of the Education Depart-

ment of the Government of India in the Imperial Library at Calcutta, in the year 1935. Asadullah was an eminent pupil of Dickinson and held the post of the Librarian, Imperial Library till the days of partition. This Diploma course in the Imperial Library continued till 1944, and thereafter, on the joint efforts of Asadullah and Dr. Shyama Prasad Mookerjee, the then Vice-Chancellor of the Calcutta University, the training course was virtually transferred to the Calcutta University in 1945.

In between and hereafter, Indian Universities have become interested in opening training courses in librarianship, and on the present count, about twenty universities are running such courses. These are mainly Diploma Courses of one academic year's duration, organized on part-time basis. Only the universities of Delhi, Madras, Banaras, and Jadavpur have full day-time courses, and they are conferring Degrees too—Bachelor in Library Science (B. Lib. Sc.) In Delhi and Banaras there is provision also for advanced training, conferring M. Lib. Sc. degree (Master in Library Science). Jadavpur, Madras and Calcutta Universities, and a few others, are likely to have the Master's Degree Course soon, according to their academic plans. The entrance requirement in all these courses is graduation ; and the curricula reflect common contents with a few local variations.

A system of library education at lower level, conferring 'certificates' in librarianship, is also prevalent in India. This training is imparted through the agencies of state Library Associations, and is meant mainly to cater for the demands of library workers at lower level in all types of libraries. The minimum entrance requirement is a school leaving certificate. The courses are for a shorter period, ranging from 2/3 months to 6 months.

The growing needs for trained personnel in libraries of all types in India are being met adequately through the existing training courses and the problem as envisaged in other developing countries of Asia and Africa is not so acute in India. That does not mean, however, that the system of library education in India is properly balanced and co-ordinated. There are several snags. Excepting the courses of study, which to a large extent is uniform—although needing much reform on the lines of current developments in library science—many other aspects of the training imparted by the universities in India have been subject to criticism. Librarianship training has been generally considered of secondary importance

in the academic sense, and very rarely there are Departments of Library Science or Library Schools as understood in the advanced and Western countries, with full academic status. In the usual set-up, it is an adjunct to the University Library, the librarian and his senior trained staff providing the major personnel for teaching. Local talents are sometimes recruited on part-time basis for this job. Classes are usually held in the evening, mostly because full-time teachers in adequate number are not provided. Obviously, this reduces the academic importance of the discipline. In the Report of the Library Advisory Committee (1959) and of the U.G.C. Library Committee, it has been strongly recommended that, the librarianship training conducted by the universities should be full-time courses like any other subject of study, and that full academic status should be accorded to the Department of Library Science, with provision for Professor, Reader and Lecturers. This will go a long way not only to raise the status of the training itself, it will also provide scope for starting Masters' Degree Courses in Library Science, with research facilities, which may ultimately meet the demands for its teaching personnel and for the top cadre of librarians in the country.

Another drawback is the lack of proper accreditation of these courses by an accrediting authority. In U.S.A. and U.K. the national professional associations do this job. Although in India, we have the Indian Library Association and the Indian Association of Special Libraries and Information Centres, they have never been thought of as organizations competent to do the work, neither has the U.G.C. developed any authority for such accreditation. The profession must be taken into confidence and allowed to have an effective voice in this regard, either on direct authority conferred on it or serving as an auxiliary within the framework of the U.G.C. No satisfactory professional training is possible without a rigorous system of evaluation and recognition.

Lastly, this vocational training should not only be rooted in a good standard of general education, to make it effective, there ought to be simultaneously, a rigorous process of screening candidates, for recruiting only those with recognized standard of general education and aptitude for the profession.

Problem of Limitation of Operation and of Survival

Library has grown up in the cultural context, following trends

of civilization and history, culminating in its recognition as an institution of social importance, in free and democratic societies of the modern era. Freedom to learn, to read is a modern concept. To what extent this concept is being implemented in spirit, may be revealed if the function of the library is scrutinized in its global aspect. One third of the globe has scarcely a system of universal education, let alone any system of free public libraries to sustain such education. Even in developed societies, a large segment of the population is debarred by custom and tradition, if not by law, from having free access to library of its choice. Racial and caste prejudices have played havoc in the democratic ideas of universality of man, of equality of opportunity and of the four freedoms established by universal consent. Social and political philosophies again have often exerted baneful influence on the free functioning of the library and have shrunk or tainted the mind of both the reader and the librarian, making intellectual freedom a casualty in a free world of men and nations. Tension has become a regular symptom of modern life, reflected in the immediate society and also in its national and global aspects. Faulty distribution of the fruits of progress, consequent upon the scientific and technological advances made in course of this century, has created an imbalance in the economic and social structure of almost every society, leading to more tensions. What has been the impact of these unwholesome manifestations of human failures on the library ? Have not these things made the library operative only within certain limits ? Otherwise how can we explain the phenomena of millions of human beings still being steeped in deep ignorance, of the Negroes in America being refused access to certain libraries, of the non-Brahmins and Harijans of India being similarly treated in their country, of the libraries in U.S.A., U.S.S.R. and China insisting on special foci of reading by banning literature politically repugnant to their social philosophy, of the enormous growth of propaganda literature displacing to a degree the literature of truth and of enduring value, of the widespread practice of restricting the use of libraries to particular and specified groups of readers, of the sudden outburst of sentiments resulting in vandalism and destruction of libraries as have occurred in Cairo, Surabaya, Djakarta, Karachi and other places ? That the free operation of the library in modern society, is being increasingly subjected to limitations cannot be gainsaid ; neither can we offer any explanation for the deliberate deflation of

the democratic ideas, as borne out by our practices. If the library is to stay and survive as an institution serving the free society and upholding the freedom of man, and as an emblem of a civilization the like of which has never existed in any period of human history and culture, then we must have to strain all our resources and garner maximum goodwill in our search for a permanent solution of the problem. There are great tasks ahead, for the modern librarianship, in the immediate, regional and global aspects.

Common Role of Librarianship

Extraneous factors, not of library's own making, and social and cultural forces determining the form the library sometimes takes, often militating against the existence of the library itself, have posed problems which are common to librarianship in general. Then again, with the unprecedented expansion and growth of the modern library, with the need for categorization of the library into different types ; and the new emphasis on distinct subject fields, specialization has become a new development and the most prominent feature of modern librarianship. In the twentieth century library, with its museum and rarebook section, manuscript and archives section, and various other appendages, the library material is not only the printed book ranging from the leather bound to paper back, but also the periodical, the pamphlet, the newspaper, the microfilm, microcard and even the clay tablet, the papyrus or parchment roll, the illuminated manuscript, the vellum codex and the incunabulum. Specialization has also been consequent upon the various kinds of sources handled. Candidly speaking, neither the problems, nor such specializations should in anyway conceal the common role of the librarian, the most significant factor in the field, inspite of specializations and creation of diversities. The modern librarian has much common ground, a common core of knowledge and skill, common aims and objects, common attitudes and a community and identity of interest. Moreover, cultural isolation which might have persisted as a legacy of previous centuries, has now become a phenomenon of the past ; and the modern library, which reflects the culture of the time, is very much aware of the international compulsions which make an impact on it. The limitations and the obstacles which beset one library or one librarian, whether it relates to locating or acquiring needed materials or to bibliographical inadequacies or to acquisi-

tion of new skills or techniques or to service conditions etc., have assumed now a common pattern, which vitally concerns each and every other library also. This has led to the dissolution of barriers, if any, between different kinds of libraries in a country and even between libraries of different countries. Co-operative efforts to ameliorate such difficulties and frustrations, have become imperative. It has been necessary therefore to illuminate the dark corners in the pattern of world bibliography and librarianship, to take steps in the direction of international library understanding. This had urged librarians to develop their tools, to form professional associations, to have conventions, conferences and seminars, to publish scholarly journals, to lead librarianship on the way to a scholarly discipline, to have co-operative schemes of acquisition of world material and other activities of common interest ; or in one word to cultivate common attitudes in support of intellectual freedom, for which they cater individually and collectively. That is why they have developed the Farmington or Scandia Plan, the national union catalogues, national and international professional organizations, a uniform system of library education ; or have put their collective moral force behind the library movement in general, have given thought to simplification of the catalogue, devise the most efficient classification scheme, provide extensive reference service and documentation and combine small libraries into larger units of service. "These are common attitudes which distinguish a librarian by the intensity and knowledgeability with which he holds them. Thus, inspite of diversity and specialization, librarians have an impressive core of common understanding, commitment and skill". (WINGER).

Co-operative Organizations and Librarianship in International Aspect

Farmington Plan : As a landmark in the co-operative acquisition of publications, the Farmington Plan was formally instituted in 1948, with the financial backing of the Carnegie Corporation of New York. The Plan took its name from Farmington, Connecticut, where the confabulations in this scheme of library co-operation, was first initiated. "It is a voluntary agreement under which some sixty American libraries, as a means of increasing the nation's total resources for research, have accepted special responsibility for collecting". (WILLIAMS). The Plan presupposes an efficient system of inter-library loan and a National Union Catalogue, as the purpose

behind it has been to make available by inter-library loan or photographic reproduction any research publication acquired under the scheme for the use by a researcher in any American library. It is worked out under two distinctly different patterns. Firstly, *subject responsibilities*, have been the basis, under which procedure, allocations, of publications of West European nations have been made. Copies of new books published abroad are obtained by an appointed dealer in each country and sent to the library responsible for the subject it treats. Secondly, *country responsibilities* have been accepted for many countries, for reasons of language difficulties and poor book-trade organization. According to this procedure, the responsibility of all publications of such a country is taken by a single library, making its own arrangement for procurement. The Plan as such provides for one responsible library per subject or country. Publications of certain kinds are excluded from the scope of the Plan, which include expensive items, those of relatively little research value, text-books, reprints, 'separates' or off-prints, translations of one modern language into another, newspapers, sheet maps, juvenile literature etc. New editions of books and translations from ancient languages, however, come within the scope of the Plan. The aim is to acquire anything which might reasonably be expected to interest a research worker in U.S.A.

The participating libraries take the responsibility to pay the bills, prepare a preliminary catalogue card to be sent to the Union Catalogue at the Library of Congress, to decide on receipt of a sample of any new periodical whether to subscribe or not and finally, to make the materials available for inter-library loan or photographic reproduction.

The general policy and working of the Plan is invested in the Association of Research Libraries, which include U.S.A.'s largest university libraries, Library of Congress, New York Public Library and John Crerar Library. The Association functions under its Farmington Plan Committee which is responsible for the development and implementation of the Plan. There is also a Farmington Plan office at Harvard University Library, detailed for routine and secretarial work.

The Plan is continuing to grow and its policy and administration are under constant review. It may not have reached perfection as a co-operative scheme, but it constitutes a remarkable development in acquisition of current foreign books and other

materials for American readers.

Scandia Plan

This Plan is an attempt to establish a co-operation based not only on national, but on international principles. The Scandinavian countries of Denmark, Norway, Sweden and Finland are members of this co-operative project.

The Plan envisages procurement of essential books and journals relating to vital subjects of research in any library or institution in the co-operating countries. It is also desired to limit the co-operation to peripheral subjects, which are vital for research purposes.

The idea of 'Scandia Plan' was mooted at the Eighth Scandinavian Library Conference, meeting in Finland in 1956. The scope of co-operation was at first limited to 13 libraries, including only National and University Libraries, with a total budget of approximately £ 375,000. Initially, the scope of the subject coverage was also limited to the humanities.

The working pattern is based on *Subject responsibility* allocation. The main responsibility for a subject has been allotted to one library, while another library acts more or less as a well-equipped reserve. In some cases two libraries are equally responsible for a special subject, if it is considered to be comparatively of great importance and if the stock of the two libraries are equally outstanding on the subject. Some 80 special subjects have so far been allocated among the co-operating libraries. Each library which has undertaken the responsibility in a certain area of research, assumes the responsibility of systematically acquiring material, both old and new, on the relevant subject area. The library also functions as a bibliographical information centre in that specific subject field. Inter-library loan handled in a liberal way is a pre-condition for participating libraries. Telex hookup facilitates the functioning of the inter-library loan system.

Role of International Professional Organizations & UNESCO

IFLA : As a result of spectacular development of knowledge, particularly of natural sciences and its applications, of the diffusion of knowledge in general, and of society's ever-increasing demand for knowledge and information, libraries in this century had to adapt themselves to the changing situations. Organization of a country's librarianship and the mutual relations between libraries have also

undergone a radical change. Modern 'Library Science' has developed beyond the frontiers of individual countries. Out of the realization of the fact, that libraries the world over, have many problems in common, was born an attitude of international understanding and co-operation. "All over the World, libraries had to be concerned with science and its new demands, with the needs of a new society and a changing culture. So the idea was conceived of international co-operation between libraries, by which they would be better able to fulfil their new task and achieve with joint forces what they could not achieve in isolation" (Libraries in the World : IFLA).

By the late twenties, the idea of international co-operation gathered momentum and after several confabulations the International Federation of Library Associations (IFLA) was founded in 1927, with a formal resolution signed by the representatives of 15 countries. It is a non-governmental international organization, primarily established as a forum for librarianship in Western Europe, with some support from the United States. Gradually it has assumed the character of an organization of world-wide scope, and it now represents libraries and library associations in 52 countries of the world, with more than 90 members. The Indian Association of Special Libraries and Information Centres (IASLIC) is a member of IFLA.

IFLA's objectives, according to its statutes, are to "promote co-operation in the field of libraries and particularly to carry out investigations and make propositions concerning international relations between libraries, library associations, bibliographers, and other organized groups." The activities of the Federation are performed by its 12 specialist committees which deal separately with every aspect of library problem, and those relating to different types of libraries. The reports of these committees are published annually in the "Actes du Comité International des Bibliothèques."

It has held international library congresses ; first in Rome (1929), second in Madrid (1934), third in Brussels (1955). As a practical outcome of Federation's activities, an international lending system based on uniform rules and adhered to by a score of countries, has been established in 1954. IFLA's communications to its member associations are being published as a separate chapter in *Libri*, an international library journal of repute. Since 1939, it instituted the Sevensma Prize, awarding 1,000 Swiss Francs every two years, to the best writer, on a specified subject. This has stimulated con-

siderable interest in library matters among librarians throughout the world. It has published a guide to union catalogues in conjunction with UNESCO and separately published a report on training of Librarians. Standardization of Cataloguing Rules has been an object of its studies, and an International Conference on Cataloguing Principles was held under its auspices in 1961 and the Report of the Conference was published in 1964. The 'Actes' of IFLA contain very valuable material on the latest development of libraries in the countries of the world, providing main sources of the library history of modern times. It has been co-operating with F.I.D., UNESCO and other international organizations, in the library field. Its long-term programme for future work, envisages considerable extension of its activities, which has been published in 1963, as "Libraries in the World".

F. I. D.

Another international organization devoted to library matters, the International Federation for Documentation (Federation Internationale de Documentation) or FID, was established in Brussels, in 1895. It was a much earlier organization than IFLA and was originally called 'Institut International de Bibliographie' (I.I.B.), as the primary intention of its principal sponsors, Henri La Fontaine and Paul Otlet was to create a comprehensive world bibliography on cards, for which they required a standard classification scheme to tackle the huge bibliographic material in their 'universal repertory'. La Fontaine and Otlet's search for the synthesis of the totality of sciences and conscious efforts for the unity of knowledge were remarkable, in as much as, both of them, were non-librarians by profession. So, the main purpose of FID, when established, was to develop Dewey Classification for bibliographical work. In search for a universal key to knowledge, taking Dewey classification as basis, FID published in 1905, 'Manuel de repertoire bibliographique universelle' which was revised and enlarged to appear in 1933 as '*Classification Decimale Universelle*', abbreviated as U.D.C. in English. It was taken as the basis for all subsequent extensions of the scheme. The English edition of U.D.C. is in the hands of the British Standards Institution.

Another important function of FID is to promote international agreement in documentation, which is carried out through inter-

national study committees. It covers primary and secondary documents, document reproduction, classification, linguistic problems, training of documentalists and information officers and various other related topics.

The Federation has its own quarterly journal, '*Revue de la Documentation*', a monthly bulletin called '*FID News Bulletin*' and a number of major publications in collaboration with UNESCO, such as, '*Index Bibliographicus*' '*A World Directory of Photo copying and Microcopying Services*' and a '*Manual on Document Reproduction and selection*'.

Individuals and organizations can both be members of FID, but the national member which is usually a documentation centre or similar research body is the principle category of membership. One nation is entitled to one membership only. From India, Indian National Scientific Documentation Centre (INSDOC) has been enrolled as national member, 31 countries are national members. It also allows individuals and organizations to become associate members. The Indian Association of Special Libraries and Information Centres (IASLIC) is an associate member of FID : It also has provision for international organizations to become members and distinguished documentalists are also elected to honorary membership.

The Federation's central office is in The Hague, Netherlands, with a Secretary-General and his staff, responsible for its administration.

UNESCO

The United Nations Educational, Scientific and Cultural Organization (UNESCO) was instituted officially as a specialized agency of the United Nations Organization (UNO) on 4th November, 1946. Since then, it has worked through its educational, scientific and cultural programmes for achieving substantial economic and social progress for its member states. In UNESCO's activities libraries play a vital role. Its Division of Libraries has been active continuously, for the development of all types of libraries in the member states—public, school, university, national and special.

UNESCO's approach to the library problems in the developing countries has two different aspects. Firstly, there is a direct approach, by providing foreign experts, fellowships and library equipments

to tackle the problem itself. Such basic pre-requisites as trained personnel, adequate administrative set-up, library legislation, professional library association, etc. which are necessary for the organization of library services in a developing country, are encouraged and provided for. Many countries in the world, viz. Afghanistan, Dahomey, Egypt, Greece, Indonesia, Ivory Coast, Jordan, Kuwait, Madagascar, Niger and Somali have been recipients of such UNESCO assistance.

Towards the development of university libraries UNESCO's contribution has been equally impressive. Burma, Indonesia, Iran, Iraq, Pakistan, Paraguay, Turkey and Venezuela have received such direct assistance in the development of their university libraries. For setting up National Libraries it has gone forward to help Burma, Indonesia, Lebanon and other countries.

Its Pilot projects, designed mainly for providing an ideal type of public library, have worked as powerful stimulus to free public library development in countries, where they have been founded. Special mention may be made in this connection, to the setting up of three Pilot Public Library Projects in Delhi (India), Medellin (Columbia) and Enugu (EAST NIGERIA).

Firmly believing that education cannot be sustained without effective library services, UNESCO through a library expert, has been carrying out an experimental project in Ecuador, on correlation of library development plans with the educational programmes of a developing country. The final result is expected to form a basis for development of libraries in the Latin American countries. In Afghanistan, Indonesia and Nigeria, a Central School Library Organization has been set up.

UNESCO's second approach to library problems is indirect, which is done by organizing International Seminars on regional basis. It has already held three such Seminars on 'Development of University Libraries in Latin America ; 'Public Library in Africa', and 'Development of National Libraries in Asia and Pacific Area' in Mendoza, Enugu and Manilla, in 1962 and 1964 respectively.

It has a planned programme of continuing nature, covering many fields, in which financial and technical assistance is rendered to member states, in respect of the needs of their non-governmental organizations. For development of bibliography and scientific documentation it has made considerable contributions, for which it maintains contacts with member states through its mimeographed

bi-monthly bulletin, '*Bibliographical News*'. Its publication also consists of the bi-monthly '*Unesco Bulletin for Libraries*', providing information on new publications, current development in library science and libraries, and gift and exchange of publications. It contains feature articles also. The publication programme has been streamlined under two main series : *Unesco Manuals for Libraries* and *Unesco Bibliographical Handbooks*. Twelve volumes have already been out in the former series, which include among others such excellent compact works as *Education for Librarianship* by J. P. Danton ; *Public Library Extension* by L.R. McColvin ; *Adult Education Activities for Public Libraries* by C. Thomsen and ors., *Public Library Services for Children* by L.R. McColvin ; *Dehli Public Library : an Evaluation Report* by F.M. Gardner, etc.

In the latter series, it has published such important handbooks as *National Bibliographical Services : their creation and operation* by Knud Larsen ; *Vocabularium Bibliothecari* by Henri Lemaitre & Anthony Thompson ; *Directory of Reference Books published in Asia* by P. K. Garde ; *Union Catalogues : their problems and organization* by L. Brummel., etc.

Among other UNESCO projects, offering direct benefit to member states, mention must be made of sponsoring national and international documentation centres in Bulgaria, Burma, India, Indonesia, Korea, Mexico, Pakistan, Philippines, United Arab Republic, Uruguay and Yugoslavia and an international one in Argentina. Promotion of international exchange of publications ; copyright and free flow of publications, under which 35 contracting states are bound by the Universal Copyright Convention ; UNESCO Book Coupon Scheme under which books, films and scientific materials have been procured by member states from hard currency areas to the worth of \$30,000,000 ; are important functions, which have made UNESCO what it is today.

The century's two world wars in the first and third decades, had unleashed unprecedented powers of destruction, and countries have suffered physically and materially ; but their impact on the battered world had made the world surviving, much more strong morally and intellectually. The impact had also removed the traditional barriers of narrow nationalism, sacrosanct boundaries, and cultural and intellectual isolation, which used to act as impediments to international understanding and mutual efforts to create

a new world worth living in. If the civilization, which has flowered into full bloom and is still on the march to progress, is to survive, if society is to retain its new-found values, a compelling camaraderie in the world culture is an imperative necessity of this era.

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LIBRARY SCIENCE TODAY

Ranganathan Festschrift Vol I

Edited by P. N. KAULA

THE BOOK is the outcome of the urge to pay homage to Dr. S. R. Ranganathan on his seventy-first birthday for his unique contribution in thought as well as in deed to Library Science and Library Service in general and to the building up of a library system of India in particular. Written by experts, specialists and scientists in the field of library science and documentation, the book not only deals with Dr. Ranganathan's ideas and techniques but also with the ideas of the recognised New School of Thought and the progress hitherto made in this field.

The value of the ideas and techniques in library science formulated in India and their usefulness have been brilliantly demonstrated and evaluated.

The book is divided into several parts covering various branches of library science, dealing with the general theory of classification, the history and philosophy of Colon Classification, faceted classification, general cataloguing, cataloguing in Japan, and subject cataloguing. The contribution of India to the work of the International Federation for Documentation, and the Laws of Library Science formulated by Dr. Ranganathan, have been described. Then follow discussions on the change in the concept of a library, the library movement in India, university libraries, library administration, etc. The history of library education in India and a critical analysis of the present system of education together with Dr. Ranganathan's approach to library education and his methodology of teaching have also been discussed. The influence of Colon Classification on the teaching of classification in the United States has also been clearly brought out. Some of the contributions evaluate the life and work of Dr. Ranganathan, one facet or the other of his personality.

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